

Tennessee Educator Survey: Teacher Core

School Climate and Leadership

TC_1. Please indicate the extent to which you agree or disagree with the following statements regarding your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff feels comfortable raising issues and concerns that are important to them with school leaders.	1	2	3	4
b. There is an atmosphere of trust and mutual respect within this school.	1	2	3	4
c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1	2	3	4
d. Administrators hold teachers to high professional standards for delivering instruction.	1	2	3	4
e. Teachers hold each other to high professional standards for delivering instruction.	1	2	3	4
f. Teachers hold all students to high academic standards.	1	2	3	4

TC_2. Please indicate the extent to which you agree or disagree with the following statements regarding staff in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff at this school like being here; I would describe us as a satisfied group.	1	2	3	4
b. I feel appreciated for the job that I am doing.	1	2	3	4

TC_3. Please indicate the extent to which you agree or disagree with the following statements regarding school leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School leadership is adequately visible and available to address staff/student needs.	1	2	3	4
b. School leadership proactively seeks to understand the needs of teachers and staff.	1	2	3	4
c. School leadership makes a sustained effort to address staff concerns.	1	2	3	4

d. School leadership provides useful feedback about my instructional practices.	1	2	3	4
e. I frequently have the opportunity to receive feedback on my practices from multiple sources.	1	2	3	4

TC_4. Please indicate the extent to which you agree or disagree with the following statements regarding teacher leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers have autonomy to make decisions about instruction (e.g. pacing, materials, and pedagogy).	1	2	3	4
b. Teachers serve a major role in setting the central priorities for the school year.	1	2	3	4
c. Teachers are encouraged to participate in school leadership roles.	1	2	3	4
d. Teachers have an appropriate level of influence on decision-making.	1	2	3	4
e. Teachers have opportunities to participate in shared leadership structures such as PLC's or grade and/or school level leadership teams.	1	2	3	4

TC_5. Please indicate the extent to which you agree or disagree with the following statements regarding about the use of time in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers in my school are allowed to focus on educating students with minimal interruptions.	1	2	3	4
b. The individual planning time provided for teachers in my school is sufficient.	1	2	3	4
c. The collaborative planning time provided for teachers in my school is sufficient.	1	2	3	4
d. School leaders in my school protect instructional time.	1	2	3	4

TC_6. Please indicate the extent to which you agree or disagree with the following statements regarding cultural awareness in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school fosters appreciation for all staff and students' cultural beliefs and practices.	1	2	3	4
b. I receive the supports needed for teaching culturally and linguistically diverse students.	1	2	3	4

TC_7. Please indicate the extent to which you agree or disagree with the following statements regarding disciplinary practice in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school uses a consistent approach with all students when addressing disciplinary issues of similar nature.	1	2	3	4
b. This school effectively handles student discipline and behavioral problems.	1	2	3	4

TC_8. Please indicate the extent to which you agree or disagree with the following statements regarding career development as a teacher in Tennessee.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers are continuously kept aware of teacher leadership opportunities at my school or in my district.	1	2	3	4
b. I receive sufficient support toward the achievement of my long-term career goals from leaders at my school.	1	2	3	4
c. I am satisfied with the variety of pathways to leadership in my school or district that do not involve becoming an Assistant Principal or Principal.	1	2	3	4
d. I am more likely to seek out teacher-leader or teacher-coach opportunities if a stipend is provided for that role.	1	2	3	4

Instructional Practice

TC_9. Please indicate the frequency with which you and your students engage in each of the following:

	Never	Rarely	Sometimes	Often (Almost Daily)
a. At the start of each lesson, I state the specific learning goals.	1	2	3	4
b. I explain how the goal of the day's lesson fits within the sequence of the course as a whole.	1	2	3	4
c. I wrap up the lesson by stating the main idea/revisiting the objective.	1	2	3	4
d. Students listen to and critique others' reasoning.	1	2	3	4
e. Students demonstrate ability to build on each other's ideas during discussion.	1	2	3	4
f. Students use data and text references to support their ideas.	1	2	3	4

TC_10. Please indicate the extent to which you agree or disagree with the following statements regarding classroom practices.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers should explain an idea to students before having them investigate the idea.	1	2	3	4
b. Teachers should answer a student's questions with more questions rather than just providing the correct answer.	1	2	3	4

TC_11. In a typical day, how much time do you spend ...

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
a. Lecturing	1	2	3	4	5
b. In whole-class discussion	1	2	3	4	5
c. Small group work	1	2	3	4	5
d. Modeling	1	2	3	4	5
e. Hands-on activities	1	2	3	4	5

f. Formative or summative assessment	1	2	3	4	5
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TC_12. Please indicate the extent to which you agree or disagree with the following statements regarding technology in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have access to the appropriate technology that allows me to effectively teach my students.	1	2	3	4
b. My students spend adequate time within a digital environment to prepare them for today's world.	1	2	3	4
c. Technology in my classroom contributes to my ability to differentiate instruction by providing students with flexibility in pacing and/or content.	1	2	3	4
d. I have someone in my school who can regularly help me integrate technology with instruction.	1	2	3	4

Teacher Evaluation

TC_13. Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process used in your school during this school year (2015-2016).

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Indicators from the teacher observation rubric are often referenced in informal discussions between teachers.	1	2	3	4
b. Indicators from the teacher observation rubric are often referenced in formal meetings where teaching is discussed.	1	2	3	4
c. The processes used to conduct my teacher evaluation are fair to me.	1	2	3	4
d. In general, the teacher evaluation process used in my school has led to improvements in my teaching.	1	2	3	4
e. In general, the teacher evaluation process used in my school has led to improvements in student learning.	1	2	3	4

TC_14. During this school year (2015-2016), feedback that I received from my evaluator was focused on (Please select the most appropriate answer):

- a. Focused more on helping me improve my teaching than making a judgment about my performance.
- b. Focused more on making a judgment about my performance than helping me improve my teaching.
- c. Equally focused on helping me improve my teaching and making a judgment about my performance.

Instructional Improvement

*At this point in the survey respondents are branched to take only one of the following five questions, depending on the teacher evaluation model used within their district. The question used with each rubric is consistent, but the answer options vary.

Consistent question answered by all teacher respondents: The areas of instructional practice from your teacher evaluation rubric are listed below. Please select the area that you tried to improve the most during the 2015-2016 school year.

TC_15. Please indicate which of the following observation rubrics is used as part of your teacher observation process.

- a. TEAM or TAP (The Tennessee Educator Acceleration Model)
- b. Project Coach
- c. TEM (The Teacher Effectiveness Measure)
- d. TIGER (The Teacher Instructional Growth for Effectiveness and Results)
- e. AFET (The ASD Framework for Excellent Teaching)
- f. I do not know
- g. Other (Please Specify)

TC_16. Responses from individuals in districts that use the TEAM or TAP rubric are shown within "TC_16".

- 1 - I did not improve my instructional practice in any of the following areas this year
- 2 - INSTRUCTION: Standards and objectives
- 3 - INSTRUCTION: Motivating students
- 4 - INSTRUCTION: Presenting instructional content
- 5 - INSTRUCTION: Lesson structure and pacing
- 6 - INSTRUCTION: Activities and materials
- 7 - INSTRUCTION: Questioning
- 8 - INSTRUCTION: Academic feedback
- 9 - INSTRUCTION: Grouping students
- 10 - INSTRUCTION: Teacher content knowledge
- 11 - INSTRUCTION: Teacher knowledge of students
- 12 - INSTRUCTION: Thinking
- 13 - INSTRUCTION: Problem solving

- 14 - PLANNING: Instructional plans
- 15 - PLANNING: Student work
- 16 - PLANNING: Assessment
- 17 - ENVIRONMENT: Expectations
- 18 - ENVIRONMENT: Managing student behavior
- 19 - ENVIRONMENT: Environment
- 20 - ENVIRONMENT: Respectful culture
- 21 - PROFESSIONALISM: Professional growth and learning
- 22 - PROFESSIONALISM: Use of data
- 23 - PROFESSIONALISM: School and community involvement
- 24 - PROFESSIONALISM: Leadership

TC_17. Responses from individuals in districts that use the COACH rubric are shown within "TC_17".

- 1 - My instructional practice did not improve in any area this year
- 2 - PLANNING AND PREPARATION FOR LEARNING: Alignment
- 3 - PLANNING AND PREPARATION FOR LEARNING: Mapping
- 4 - PLANNING AND PREPARATION FOR LEARNING: Lessons
- 5 - PLANNING AND PREPARATION FOR LEARNING: Resources
- 6 - CLASSROOM MANAGEMENT: Environment
- 7 - CLASSROOM MANAGEMENT: Expectations
- 8 - CLASSROOM MANAGEMENT: Relationships
- 9 - CLASSROOM MANAGEMENT: Respect
- 10 - CLASSROOM MANAGEMENT: Routines
- 11 - CLASSROOM MANAGEMENT: Repertoire
- 12 - CLASSROOM MANAGEMENT: Efficiency
- 13 - DELIVERY OF INSTRUCTION: Expectations
- 14 - DELIVERY OF INSTRUCTION: Goals/Objectives
- 15 - DELIVERY OF INSTRUCTION: Connections
- 16 - DELIVERY OF INSTRUCTION: Clarity
- 17 - DELIVERY OF INSTRUCTION: Repertoire
- 18 - DELIVERY OF INSTRUCTION: Engagement
- 19 - DELIVERY OF INSTRUCTION: Differentiation
- 20 - DELIVERY OF INSTRUCTION: Flexibility
- 21 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Diagnosis
- 22 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Checks for understanding
- 23 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Self-assessment
- 24 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Recognition
- 25 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Analysis
- 26 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Support
- 27 - MONITORING, ASSESSMENT, AND FOLLOW-UP: Reflection
- 28 - FAMILY AND COMMUNITY: Communication

- 29 - FAMILY AND COMMUNITY: Reporting
- 30 - FAMILY AND COMMUNITY: Technology
- 31 - FAMILY AND COMMUNITY: Respect
- 32 - A PROFESSIONAL RESPONSIBILITIES Indicator

TC_18. Responses from individuals in districts that use the TEM rubric are shown within "TC_18".

- 1 - My instructional practice did not improve in any area this year.
- 2 - TEACH: Engage students in objective-driven lessons based on content standards
- 3 - TEACH: Explain content clearly and accurately
- 4 - TEACH: Engage students at all learning levels in appropriately challenging work
- 5 - TEACH: Provide students multiple ways to engage with content
- 6 - TEACH: Use strategies that develop higher-level thinking skills
- 7 - TEACH: Check for understanding and respond appropriately during the lesson
- 8 - TEACH: Maximize instructional time
- 9 - CULTIVATE LEARNING ENVIRONMENT: Build a respectful, learning-focused classroom community
- 10 - CULTIVATE LEARNING ENVIRONMENT: Develop classroom procedures and routines
- 11 - CULTIVATE LEARNING ENVIRONMENT: Use classroom space and resources to support instruction
- 12 - CULTIVATE LEARNING ENVIRONMENT: Manage student behavior

TC_19. Responses from individuals in districts that use the TIGER rubric are shown within "TC_19".

- 1 - My instructional practice did not improve in any area this year.
- 2 - PLANNING AND PREPARATION: Knowledge of the learning process
- 3 - PLANNING AND PREPARATION: Value, sequence, and alignment
- 4 - PLANNING AND PREPARATION: Sustainability for diverse learners
- 5 - PLANNING AND PREPARATION: Learning activities
- 6 - PLANNING AND PREPARATION: Design of formative assessments
- 7 - CLASSROOM ENVIRONMENT: Teacher interaction with students
- 8 - CLASSROOM ENVIRONMENT: Importance of the content
- 9 - CLASSROOM ENVIRONMENT: Management of instructional groups
- 10 - CLASSROOM ENVIRONMENT: Management of transitions
- 11 - CLASSROOM ENVIRONMENT: Management of materials and supplies
- 12 - CLASSROOM ENVIRONMENT: Expectations
- 13 - CLASSROOM ENVIRONMENT: Monitoring of student behavior
- 14 - CLASSROOM ENVIRONMENT: Response to student misbehavior
- 15 - CLASSROOM ENVIRONMENT: Safety and accessibility
- 16 - INSTRUCTION: Expectations for learning and achievement
- 17 - INSTRUCTION: Directions, procedures and explanations of content
- 18 - INSTRUCTION: Use of oral and written language
- 19 - INSTRUCTION: Quality of questions
- 20 - INSTRUCTION: Student participation

- 21 - INSTRUCTION: Activities and assignments
- 22 - INSTRUCTION: Grouping of students
- 23 - INSTRUCTION: Instructional materials and resources
- 24 - INSTRUCTION: Structure and pacing
- 25 - INSTRUCTION: Assessment criteria
- 26 - INSTRUCTION: Monitoring of student learning
- 27 - INSTRUCTION: Feedback to students
- 28 - INSTRUCTION: Student self-assessment and monitoring of progress
- 29 - INSTRUCTION: Response to students
- 30 - PROFESSIONAL RESPONSIBILITIES: Accuracy and use in future teaching
- 31 - PROFESSIONAL RESPONSIBILITIES: Information about individual students
- 32 - PROFESSIONAL RESPONSIBILITIES: Professional relationships
- 33 - PROFESSIONAL RESPONSIBILITIES: Enhancement of content knowledge and pedagogical skill
- 34 - PROFESSIONAL RESPONSIBILITIES: Integrity and ethical conduct
- 35 - PROFESSIONAL RESPONSIBILITIES: Decision making
- 36 - PROFESSIONAL RESPONSIBILITIES: Compliance/school, district regulations /non-instructional records

TC_20. Responses from individuals in districts that use the AFET rubric are shown within "TC_20".

- 1 - My instructional practice did not improve in any area this year
- 2 - PLAN AND ASSESS: Design of Instruction
- 3 - PLAN AND ASSESS: Use of Data
- 4 - TEACH: Content Knowledge
- 5 - TEACH: Content Delivery
- 6 - TEACH: Content Methods
- 7 - TEACH: Assessment of Progress Toward Mastery of Content
- 8 - CREATES A CULTURE OF LEARNING: Positive Relationships and Rapport
- 9 - CREATES A CULTURE OF LEARNING: Persistence and Academic Curiosity
- 10 - CREATES A CULTURE OF LEARNING: Behavior Management
- 11 - CREATES A CULTURE OF LEARNING: Time, Space, and Routines
- 12 - CONTRIBUTES TO THE SCHOOL COMMUNITY: Teacher Contribution to Creating a High-Performing School
- 13 - CONTRIBUTES TO THE SCHOOL COMMUNITY: Teacher Commitment to Development

TC_21. How much do you think your performance in this area improved over the last year?
(Please select the most appropriate answer)

- a. No improvement
- b. Some improvement
- c. A great deal of improvement
- d. Not sure

TC_22. Please indicate the extent to which you agree or disagree with the following statements regarding professional learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I receive specific suggestions for professional learning that are tailored to my needs.	1	2	3	4
b. The professional learning opportunities I receive target my individual professional growth needs.	1	2	3	4

TC_23. Please indicate the degree to which you need more professional learning, training, mentorship, or other support in the following areas.

	Not at All	A Little	Somewhat	Mostly	Completely	N/A
a. Instructional strategies and practices (e.g., questioning, wait-time, differentiation)	1	2	3	4	5	6
b. Content- or standard-specific instruction (e.g., U.S. History, Biology, early grades reading or numeracy)	1	2	3	4	5	6
c. Creating positive classroom environments (e.g., establishing respectful culture and managing student behavior)	1	2	3	4	5	6
d. Working with diverse racial, ethnic, or cultural groups.	1	2	3	4	5	6
e. Meeting the needs of all learners (e.g., English learners and students with disabilities)	1	2	3	4	5	6
f. Addressing students' non-academic needs (e.g., socio-emotional development and/or student behavior)	1	2	3	4	5	6
g. Aligning standards, curriculum, and student learning outcomes	1	2	3	4	5	6
h. Analyzing and interpreting students' summative and/or formative assessment results	1	2	3	4	5	6
i. Preparing students for postsecondary opportunities	1	2	3	4	5	6
j. Using technology in the classroom	1	2	3	4	5	6

State Initiatives

TC_24. Please indicate the extent to which you agree or disagree with the following statements regarding the content of the new TNReady assessment.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. TNReady will provide a better assessment of students' critical thinking ability than previous TCAP tests.	1	2	3	4	5
b. TNReady will provide more information about student postsecondary readiness than previous TCAP tests.	1	2	3	4	5
c. TNReady will provide a better assessment of students' real-world abilities than previous TCAP tests.	1	2	3	4	5
d. TNReady practice tools were adequate for introducing students to the content changes expected with the new standardized test.	1	2	3	4	5
e. TNReady practice tools were adequate for introducing students to new question types.	1	2	3	4	5

TC_25. Please indicate the extent to which you agree or disagree with the following statements regarding Response to Instruction and Intervention (RTI2)?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. In our school, RTI2 is intended to address the individualized needs of all students, not just those who are behind.	1	2	3	4	5
b. In our school, RTI2 interventions are in addition to core instruction.	1	2	3	4	5
c. In our school, Tier II and Tier III interventions provide students with skills-based learning opportunities.	1	2	3	4	5
d. Our school uses multiple data sources to track student progress and assign students to different tiers of intervention.	1	2	3	4	5
e. I feel comfortable explaining to parents/guardians why RTI2 is being implemented.	1	2	3	4	5

f. I believe that students will benefit from the RTI2 framework for intervention.	1	2	3	4	5
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TC_26. Please indicate which stage your school is in regarding implementation of RTI2.

	Not in Place	Exploring	Partial Implementation	Full Implementation	Not Sure
a. Our school utilizes a universal screener or early warning system for all students at least twice per year.	1	2	3	4	5
b. Our school provides a daily time for students to receive intervention, remediation, or enrichment.	1	2	3	4	5
c. Our school has a RTI2 focused data team with roles and responsibilities for each member.	1	2	3	4	5
d. Our school's RTI2 focused data team meets regularly (e.g., every four to six weeks throughout the school year).	1	2	3	4	5
e. Our school delivers training to help staff understand the components of the RTI2 framework.	1	2	3	4	5
f. Our school conducts progress monitoring regularly for students receiving Tier II or Tier III interventions.	1	2	3	4	5

TC_27. Is there anything else that you would like to communicate to the Tennessee Department of Education? (THIS QUESTION FOLLOWS THE TEACHER MODULE AND CONCLUDES THE TEACHER SURVEY.)