

2019 Tennessee Educator Survey The Teacher Evaluation and Professional Learning Process Administrator Module

AM_T01. At the beginning of the 2018-19 school year, did you or other staff from your school give teachers feedback based on last year's evaluations? (Select one option)

- a. All teachers in my school received feedback based on last year's evaluation even if the evaluation occurred at another school.
- b. Teachers in my school received feedback based on last year's evaluation, but only if that evaluation occurred at my school.
- c. Feedback based on last year's evaluation was generally not provided to teachers at my school.

AM_T02. (Only given to administrators with ≤ 3 years experience) Think about your administration preparation program. To what extent was TEAM or another state-approved observation system embedded within your program? (Select one option)

- a. The observation system was not covered within my preparation program.
- b. There was some cursory discussion/coverage of the observation system.
- c. There was a moderate amount of discussion/coverage of the observation system.
- d. There was a significant amount of discussion/coverage of the observation system.

AM_T03. Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The teacher evaluation process helps teachers to identify areas where they can improve. (Select one option)	1	2	3	4
b. The teacher evaluation process provides teachers with clear expectations for their teaching. (Select one option)	1	2	3	4
c. The teacher evaluation process helps teachers plan instruction and develop lesson plans. (Select one option)	1	2	3	4
d. When conducting observations on my best teachers I feel that we are just "going through the motions". (Select one option)	1	2	3	4

AM_T04. Please indicate the extent to which results from teacher evaluation ratings as a whole in your school are used for the following purposes.

	Not at All	To a Small Extent	To a Moderate Extent	To a Large Extent	Do Not Know
a. To identify areas in which teachers need professional development (Select one option)	1	2	3	4	5
b. To determine whether particular teachers receive (or keep) tenure (Select one option)	1	2	3	4	5

c. To assign teachers to classes/students (within the school)	1	2	3	4	5
d. To set goals with teachers for student achievement growth in the next school year (Select one option)	1	2	3	4	5
e. To make changes to your leadership practices (Select one option)	1	2	3	4	5
f. To provide information to parents and/or the general public about the quality of teaching at my school as a whole (Select one option)	1	2	3	4	5
g. To determine whether teachers enter into some type of probationary status (e.g., employee improvement plan, etc.) (Select one option)	1	2	3	4	5
h. To identify teachers who are invited to assume leadership opportunities (Select one option)	1	2	3	4	5

AM_T05. During the current school year, how many teachers have been placed on a plan for improvement due to low evaluation performance? (Select one option)

- My district does not have a policy that allows putting low-performing teachers on improvement plans.
- My district allows me to put low-performing teachers on improvement plans but I did not have any teachers that were put onto one
- One teacher
- 2-3 teachers
- 4 or more teachers
- Unsure

According to Tennessee law, teachers must receive scores of 4 or higher on their annual evaluation to become eligible for tenure. However, teachers with a score below 4 may be employed on a year-to-year basis at the district's discretion. (This does not apply to teachers who received tenure before 2011.)

AM_T06. How frequently have teachers who are not eligible for tenure due to evaluation scores of three or lower been retained on your faculty since you began working at this school? (Select one option)

- Rarely or never (Skip the next question)
- Occasionally
- About half the time
- In most cases

AM_T07. What is (are) the reason(s) for keeping these teachers? (Select all that apply)

- I did not believe their evaluation score was an accurate measure of their performance.
- I believed that the teacher's performance would improve as the result of mentoring or other forms of professional development.
- I will keep teachers who score a 3
- I could not find a better teacher in the applicant pool to replace them.

- e. I felt pressured to retain the teacher (e.g., pressure from the outside community, pressure from within the school).
- f. I have had no part in teacher retention decisions
- g. Other: _____

AM_T08. Please report on your view of the overall burden on PRINCIPALS AND OTHER ADMINISTRATORS related to the implementation of the entire teacher evaluation process. (Select one option)

Low Burden 1	2	3	4	High Burden 5
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AM_T09. Please report on your view of the overall burden on TEACHERS related to the implementation of the entire teacher evaluation process. (Select one option)

Low Burden 1	2	3	4	High Burden 5
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AM_T10. Please select one item from the list below that you feel would be most useful to support your implementation of the teacher evaluation system. (Select one option) [Randomize Responses]

- a. Additional online training and examples regarding effective evaluation
- b. Opportunities that provide coaching support during observations and pre/post conferences
- c. Providing a district-wide observer that conducts some of the observation cycles for my teachers
- d. More flexibility on observation policies and procedures
- e. Other (Please specify) _____

AM_T11. Who is the primary individual who enters score results from observations you conduct into the evaluation platform used within your district? (Select one option) [Randomize Responses]

- a. I enter them
- b. An administrative assistant at my school
- c. Another member of my administration
- d. Other: _____

For the following questions, please think about professional learning provided to TEACHERS during the 2018-19 school year (including summer 2018).

AM_T12. In my district, professional learning experiences for teachers are primarily... (Select one option)

- a. Prescribed by the district.
- b. Prescribed by the school.
- c. Collaboratively chosen between the teacher and the administrator.
- d. Independently selected by the teacher.
- e. Based on feedback from the teacher's evaluation.

AM_T13. To what extent did you use each of the following when making decisions about teachers' ongoing professional learning during the 2018-2019 school year (including summer 2018)?

	Not At All	To a Small Extent	To a Moderate Extent	To a Large Extent
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a. Formal observations of classroom practice (i.e., those that are logged in the evaluation system) (Select one option)	1	2	3	4
b. Informal observations of classroom practice (e.g., formative walkthroughs) (Select one option)	1	2	3	4
c. Student assessment data (Select one option)	1	2	3	4
d. TVAAS (Select one option)	1	2	3	4
e. Overall teacher effectiveness ratings (Select one option)	1	2	3	4
f. Conversations with or input from my teachers (Select one option)	1	2	3	4
g. Input from students (Select one option)	1	2	3	4
h. Input from parents (Select one option)	1	2	3	4
i. Input from teacher leaders, mentors, or coaches (Select one option)	1	2	3	4
j. Input from other school administrators (Select one option)	1	2	3	4
k. Input from district staff (Select one option)	1	2	3	4
l. Input from Tennessee Department of Education staff, including regional CORE office staff (Select one option)	1	2	3	4

AM_T14. Indicate the degree to which you agree or disagree with the following statements about professional learning for teachers in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. State, district and school instructional priorities are well-aligned with one another. (Select one option)	1	2	3	4
b. Professional learning is closely aligned to the evaluation system in place in my district. (Select one option)	1	2	3	4

AM_T15. How often does professional development learning for teachers in this school meet the following characteristics?

	Never	Rarely	Sometimes	Frequently	Always
a. Planned by teachers in this school or district	1	2	3	4	5
b. Presented by teachers in this school or district	1	2	3	4	5
c. Evaluated for evidence of improvement in student achievement	1	2	3	4	5

AM_T16. In the previous year, have you made any of the following changes to increase opportunities for teacher collaboration and interaction? (Select all that apply)

- a. Instituted new small-group (e.g., grade-level or departmental) meetings for teachers
- b. Changed aspects of the school's daily schedule so teachers can have more off-duty time to speak with colleagues

- c. Re-organized existing non-teaching time during the day so that teachers can talk with one another during this time
- d. Incorporated opportunities for free-form teacher conversation during faculty meetings or other faculty functions
- e. Other _____

AM_T17. What other feedback do you have about the teacher evaluation process? We are particularly interested in any insights you have as the evaluation system enters its seventh year in existence. Does the observation process currently provide teachers opportunities to reflect and improve their practice?