

# 2015 TENNESSEE EDUCATOR SURVEY

## TEACHER CORE SURVEY

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to partner on a new annual survey, the Tennessee Educator Survey.<sup>1</sup> This survey examines a variety of areas such as school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of four core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Certified School-Level Support Staff
4. District Staff

The Teacher Core Survey follows this introduction. Teachers and administrators complete the appropriate core and a randomly assigned module. Teacher and administrator modules include the following.

### Teacher Modules

1. Data and Digital
2. Teacher Evaluation
3. Standards
4. Assessment
5. Professional Learning

### Administrator Modules

1. Data and Digital
2. Teacher Evaluation
3. Professional Learning
4. Standards

Survey participants generally are able to complete their portion of the survey in 15 - 20 minutes.

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<sup>1</sup> Questions on the Tennessee Educator Surveys derive from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

## 2015 TENNESSEE EDUCATOR SURVEY - TEACHER CORE

### TEACHER CORE: School Climate and Leadership

1. Please rate how strongly you agree or disagree with the following statements about your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff feels comfortable raising issues with school leaders 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. Teachers are held to high professional standards for delivering instruction.	1	2	3	4
e. Teachers hold students to high academic standards.	1	2	3	4

2. Please rate how strongly you agree or disagree with each of the following statements concerning this school year (2014-15)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The teachers 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
c. The stress and disappointments involved in teaching at this school aren't worth it.	1	2	3	4

3. Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School leadership consistently supports the school staff.	1	2	3	4
b. School leadership makes a sustained effort to address staff concerns.	1	2	3	4
c. School leadership provides useful feedback about my instructional practices.	1	2	3	4

4. Please rate how strongly you agree or disagree with the following statements about 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 are encouraged to participate in school leadership roles.	1	2	3	4
c. Teachers have an appropriate level of influence on decision-making.	1	2	3	4

5. Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

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

**TEACHER CORE: Instructional Practice**

6. How true are the following statements?

	Not At All	A Little	Somewhat	Mostly	Completely	NA
a. I make sure students know what they are supposed to learn at the start of each lesson.	1	2	3	4	5	6
b. Whenever we begin something new, I make sure students know how it fits in with what they've learned before.	1	2	3	4	5	6
c. I create individual learning goals for each student.	1	2	3	4	5	6
d. I review student learning goals with a peer, coach, or administrator.	1	2	3	4	5	6
e. I show students how much progress they are making toward their learning goals.	1	2	3	4	5	6
f. I celebrate student success in making progress toward learning goals.	1	2	3	4	5	6

7. How often do your students engage in the following?

	A Few Times a Year	Once a Month	Once a Week	Almost Every Day
a. Activities of their own choosing, related to the course	1	2	3	4
b. Assignments specifically designed to help them become better thinkers	1	2	3	4
c. Assignments differentiated to address individual student needs	1	2	3	4
d. Working on a similar task in pairs or in a small group	1	2	3	4
e. Working on different tasks in small groups (e.g., centers)	1	2	3	4
f. Engaging in classroom discussion beyond call-on and respond	1	2	3	4

8. 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. 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

9. How often do you use educational technology resources for the following purposes?

	Not at All	A Few Times a Year	Once a Month	Once a Week	Almost Every Day
a. Creating lessons	1	2	3	4	5
b. Delivering lessons (e.g. online modules)	1	2	3	4	5
c. Diagnosing students' learning needs	1	2	3	4	5
d. Delivering interventions	1	2	3	4	5
e. Enhancing classroom interaction (e.g. smart boards, clickers, etc.)	1	2	3	4	5

**TEACHER CORE: Teacher Evaluation**

10. Please indicate how strongly you agree or disagree with each of the following statements about the teacher evaluation process used in your school during this school year (2014-2015).

	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

11. During this school year (2014-2015), feedback that I received from my evaluator was focused . . .

- a. More on helping me improve my teaching than making a judgment about my performance.
- b. 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.

**TEACHER CORE: Instructional Improvement**

12. 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 2014-2015 school year. (Choose one) [List of areas from evaluation rubric]

**PLEASE NOTE: Participants are directed to the appropriate set of indicators based on which evaluation model is used within their district.**

13. You have just selected an area in which you tried to improve this year. To what extent was each of the following important in identifying this area as the main area for improvement?

	Not Important	Somewhat Important	Very Important
a. Last year's summative evaluation scores	1	2	3
b. Feedback received as part of the teacher observation process	1	2	3
c. Informal feedback from school leaders	1	2	3
d. Informal feedback from other teachers	1	2	3
e. Feedback from students and parents	1	2	3
f. Student performance on state tests	1	2	3
g. Student performance on district tests	1	2	3
h. Student performance on your own tests	1	2	3
i. Your own professional judgment	1	2	3

14. To what extent did each of the following contribute to your improvement in this area?

	Did Not Help	Helped Somewhat	Helped Significantly
a. Professional development (state or district training, workshops, college courses)	1	2	3
b. Collaboration with other teachers	1	2	3
c. Suggestions and guidance from school leadership	1	2	3
d. Help from support staff (counselors, instructional coaches and mentors, curriculum specialists)	1	2	3
e. Online resources	1	2	3
f. Self-reflection	1	2	3

15. How much do you think your performance this area improved over the last year?
- No improvement
  - Some improvement
  - A great deal of improvement
  - Not sure

**TEACHER CORE: State Initiatives**

16. Think about any training you have received from the Tennessee Department of Education. To what extent do you agree or disagree with the following statement?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. I believe that the teacher training provided by the TDOE has proven beneficial.	1	2	3	4	5

17. To what extent do you agree or disagree with the following statement about Response to Intervention (RTI<sup>2</sup>)?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. I believe that students will benefit from the RTI <sup>2</sup> framework for intervention.	1	2	3	4	5



18. Indicate which stage your school is in regarding implementation of RTI<sup>2</sup>.

	Not in Place	Exploring	Partial Implementation	Full Implementation	Not Sure
a. Our school utilizes a universal screener or early warning system to identify students' skill deficits.	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 RTI <sup>2</sup> focused data team with roles and responsibilities for each member.	1	2	3	4	5
d. Our school delivers training to help staff understand the components of the RTI <sup>2</sup> framework.	1	2	3	4	5
e. Our school has a process for conducting ongoing progress monitoring.	1	2	3	4	5

19. 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.)**