2015 TENNESSEE EDUCATOR SURVEY
TEACHER MODULE D – DATA AND DIGITAL

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.[1] 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

Teachers and administrators complete the appropriate core and a randomly assigned module focused on a specific topic. Teacher Module D – Data and Digital follows this introduction.

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

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[1] 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 SURVEY MODULES

Teacher Module D - Data and Digital

T-D1.   In general, how frequently do you receive or generate the following types of information about the performance of your students?

	Never	Once a Year	A Few Times Per Year	Approximately Monthly	A Few Times Per Month	Approximately Weekly	A Few Times Per Week	At Least Daily
a. Scores on assessments in Mathematics or Language Arts	1	2	3	4	5	6	7	8
b. Scores on assessments in subjects other than Mathematics or Language Arts	1	2	3	4	5	6	7	8
c. Information about student performance on specific concepts or skills	1	2	3	4	5	6	7	8
d. Identification of specific students who need extra assistance	1	2	3	4	5	6	7	8
e. Identification of specific students who have achieved mastery	1	2	3	4	5	6	7	8
f. Non-achievement outcomes (for example, student behavior, attitudes, or motivation)	1	2	3	4	5	6	7	8

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T-D2. This year, to what extent have you used *student achievement/mastery data* for each of the following purposes? (Consider data provided by instructional software, interim assessments or quizzes, unit or end of course tests, state accountability tests, district benchmark or interim tests, and other standardized tests.) If the activity is something that your school doesn't do (for example, if you never tailor the pace of instruction), please mark "My school doesn't do this."

	My School Does Not Do This	Did Not Use Data For This At All	Used Data To A Small Extent	Used Data To A Moderate Extent	Used Data To A Large Extent
a. Tailoring the *pace* of instruction to individual students' needs	1	2	3	4	5
b. Tailoring the *content* of instruction to individual students' needs	1	2	3	4	5
c. Developing recommendations for tutoring or other educational support services for particular students	1	2	3	4	5
d. Assigning or reassigning students to groups within my class(es)	1	2	3	4	5
e. Assigning students to extended learning opportunities (e.g. extended-day programs, Saturday classes, or an extended school year)	1	2	3	4	5
f. Assigning students to college courses	1	2	3	4	5
g. Identifying topics requiring more or less emphasis in instruction	1	2	3	4	5
h. Identifying areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4	5
i. Reflecting on and discussing teaching and learning with other teachers	1	2	3	4	5
j. Reflecting on and discussing learning with my students	1	2	3	4	5
k. Providing college/career advice or guidance	1	2	3	4	5

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T-D3.   Does your school use frequently-updated, shared documents, either paper or electronic (such as learner profiles and learning plans), to document each student's strengths, weaknesses, and goals along with individualized plans to accomplish those goals? (Select one)
   a. Yes
   b. No

T-D4.   Do your school's learner profiles or learning plans have these attributes? (By learner profiles and learning plans, we mean documents about student strengths, weaknesses, and goals, and individualized plans to accomplish those goals.) These documents…

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
a. Exist for every student	1	2	3	4
b. Are frequently updated to incorporate new information	1	2	3	4
c. Summarize the student's strengths, weaknesses, and progress, drawing on multiple sources of information, including standardized tests and other information	1	2	3	4
d. Summarize the student's goals, interests, and aspirations	1	2	3	4
e. Set forth a personalized plan for students to accomplish instructional goals	1	2	3	4
f. Are routinely accessed/updated by teachers	1	2	3	4
g. Are routinely accessed/updated by students	1	2	3	4
h. Are routinely accessed/updated by parents or guardians	1	2	3	4

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T-D5.   During the 2014-15 school year, how often did you use the following types of digital tools with your students for core instruction?

	Not At All	Less Than Once A Week	About Once A Week	2-3 Times A Week	Almost Every Day
a. Digital exercises/assessments	1	2	3	4	5
b. Digital text (such as on-line textbooks)	1	2	3	4	5
c. Digital support tools (such as Excel, Google Docs)	1	2	3	4	5
d. Digital games	1	2	3	4	5
e. Digital tutorials and/or lessons, including video	1	2	3	4	5
f. Search/discovery tools (such as Google)	1	2	3	4	5

T-D6.   List the 3 digital tools that you most frequently have your students use for core instruction.
   a. _____
   b. _____
   c. _____

T-D7.   For which instructional purposes did you use digital tools in your classroom during the 2014-15 school year? (Select all that apply)
   a. Did not use digital tools
   b. Delivering instruction directly to students
   c. Diagnosing student learning needs
   d. Varying the delivery method of instruction
   e. Tailoring the learning experience to meet individual student needs
   f. Supporting student collaboration and providing interactive experiences
   g. Fostering independent practice of specific skills
   h. Other *(Please specify)* _____

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T-D8. Which of the following methods did you use to locate the digital instructional tool(s) you use in your classroom? (Select all that apply)
   a. I did not use digital tools.
   b. My school or district provided me with the tool(s).
   c. Another teacher recommended the tool(s) and/or helped me access the tool(s).
   d. I attended a district professional development session or other training on the tool(s).
   e. I found the tool(s) through independent workshops, trainings and/or meetings.
   f. I found the tool(s) online through Graphite, EdSurge, or other product review sites.
   g. I found the tool online through Google or other Internet searches.
   h. I found the tool online through Pinterest.
   i. Other *(Please specify)* _____

T-D9. Please indicate your agreement with the following statements about your use of digital instructional tools.

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. My students are more engaged when I use digital instructional tools.	1	2	3	4	5
b. My students work harder when I use digital instructional tools.	1	2	3	4	5
c. My students learn more when I use digital instructional tools.	1	2	3	4	5

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