



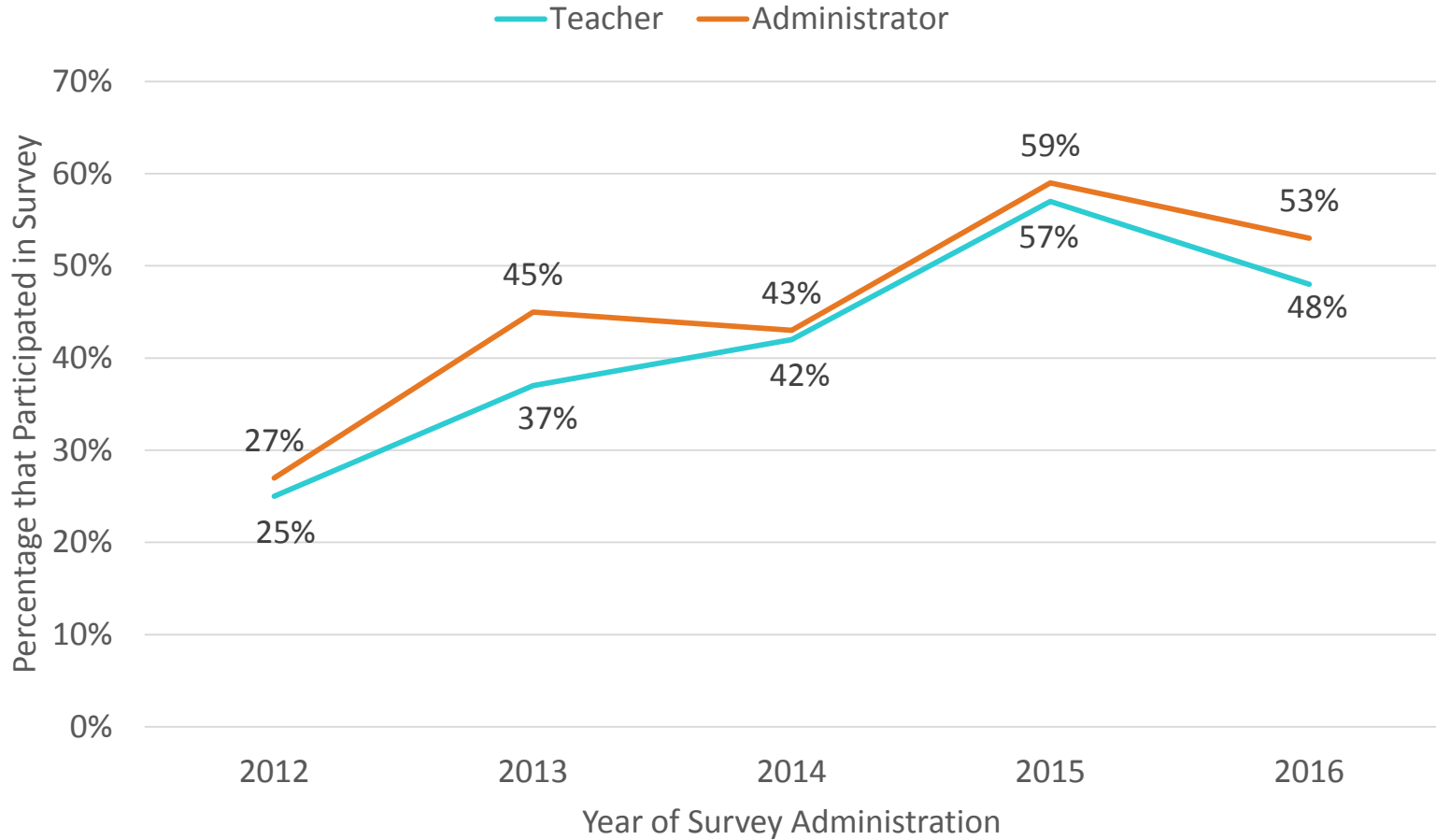
Tennessee Educator Survey

2016 Survey Preliminary Results

Survey Context

- The 2016 Tennessee Educator Survey is administered in partnership with Vanderbilt University and the Tennessee Education Research Alliance (TERA).
- The survey was open to all school-level educators between April 13 and May 27.
- The main survey was differentiated by participants' self-reported role
 - Teachers, administrators, instructional coaches, school counselors, certified support staff
- Teachers and administrators received a core survey and were assigned to complete one series of special topic questions. Special topic areas included:
 - Professional Learning
 - Assessments & Standards
 - Personalized Learning
 - Evaluation
 - High School
 - K-3 Literacy
 - Pre-Kindergarten

Survey Participation



In August, we will publish a public survey report and update website with district/school data.

Participant Type

Teachers Administrators

View results for all participants

District

Select a district

School

Select a school

Survey Topics

- [School Climate and Leadership](#)
- [Instructional Practice](#)
- [Teacher Evaluation and Improvement](#)
- [State Initiatives](#)

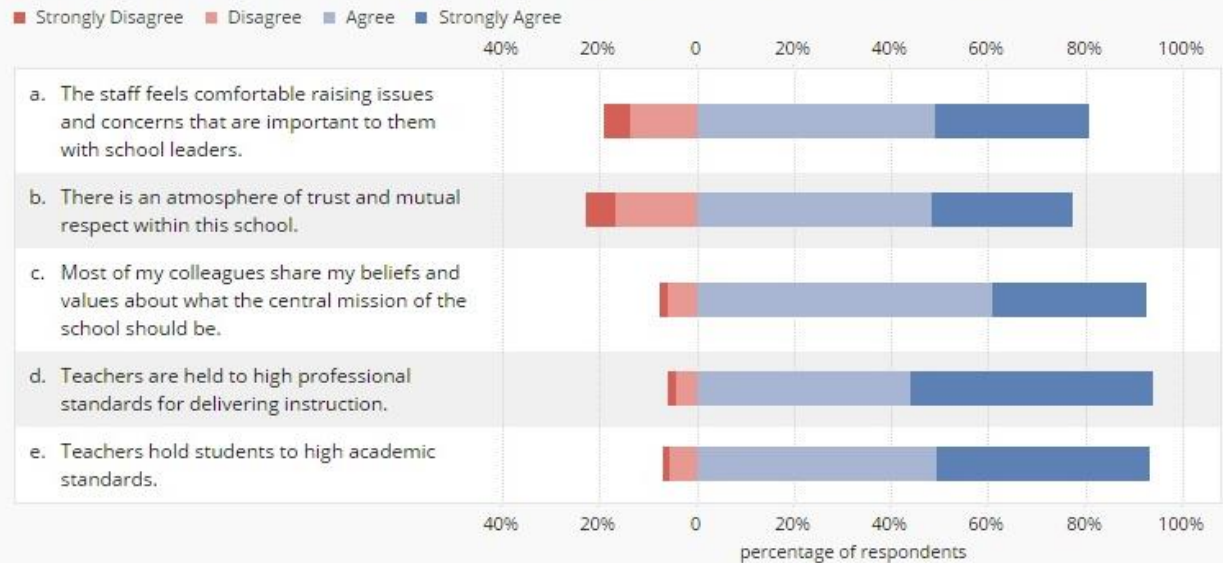
Participation Rate [?]



Results for All Teacher Participants

School Climate and Leadership

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



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



Major Takeaways – Areas of Strength

- The vast majority of teachers say they work in constructive, trusting environments with their teaching time protected from outside interruption.
- More teachers than ever say that the evaluation process has improved their teaching and their students' learning.
- Teachers report that they are taking evaluation feedback seriously, acting on feedback when it has been received.

Major Takeaways – Areas for Improvement

- There is a large disparity in perception between teachers and administrators around the effectiveness of disciplinary and behavioral enforcement.
- Only around 60 percent of teachers report receiving feedback as part of the evaluation process.
- Educators do not believe they have adequate time or resources for improvement or collaboration.
- Educators are not convinced that TN Ready is an improvement from previous TCAP tests.

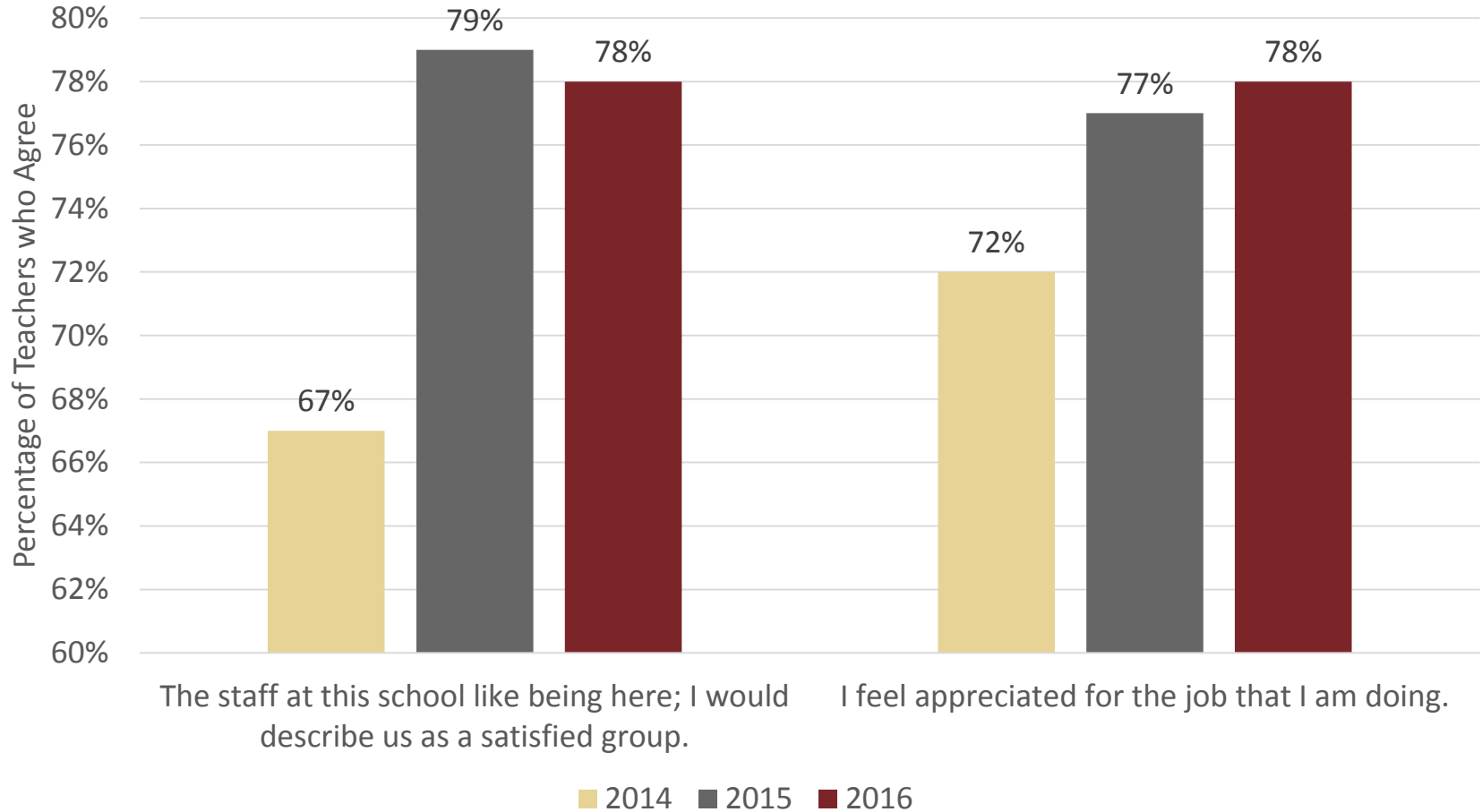


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School Climate

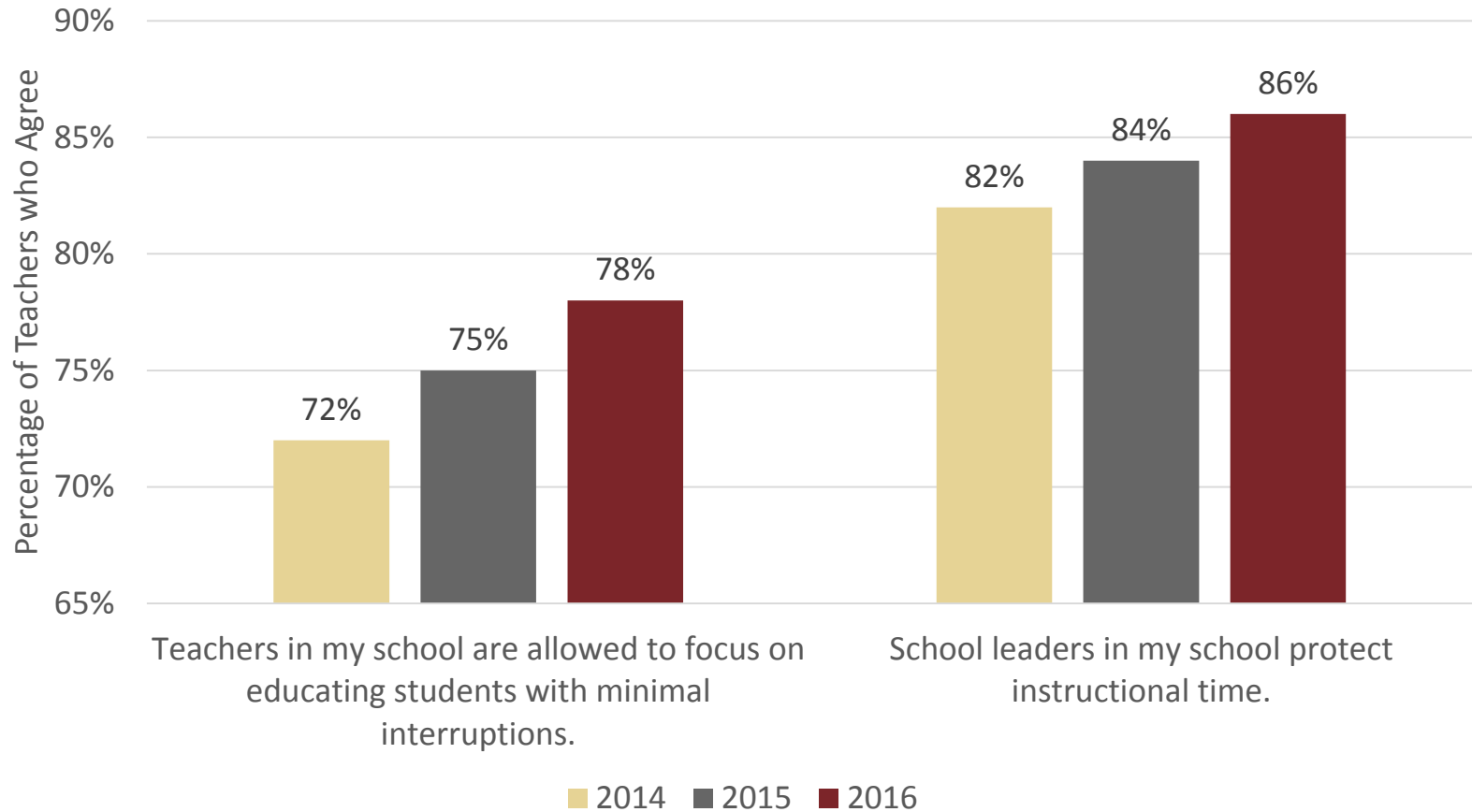
Teacher satisfaction numbers have remained high over the past year, after large increases between 2014 and 2015.

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



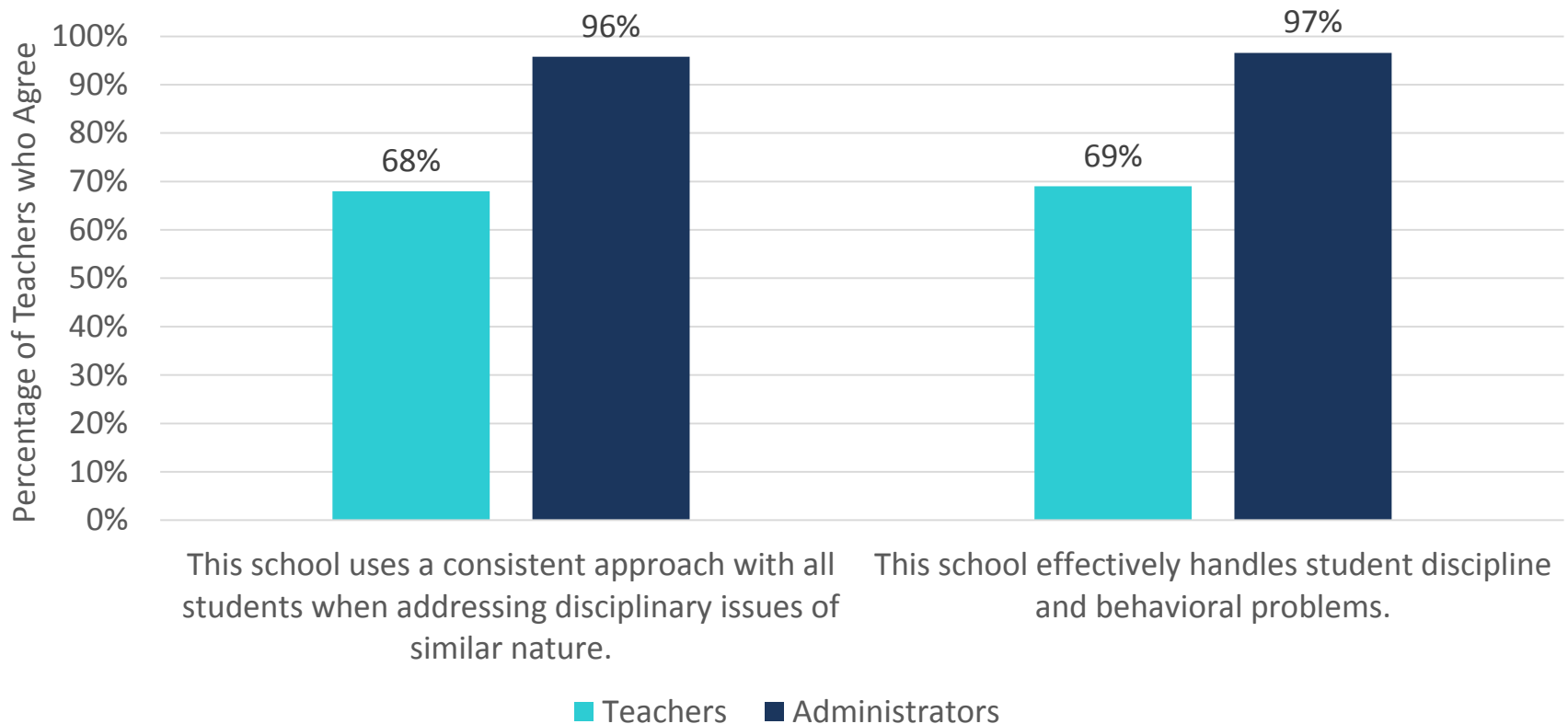
The vast majority of teachers report that school leaders in their school protect instructional time.

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

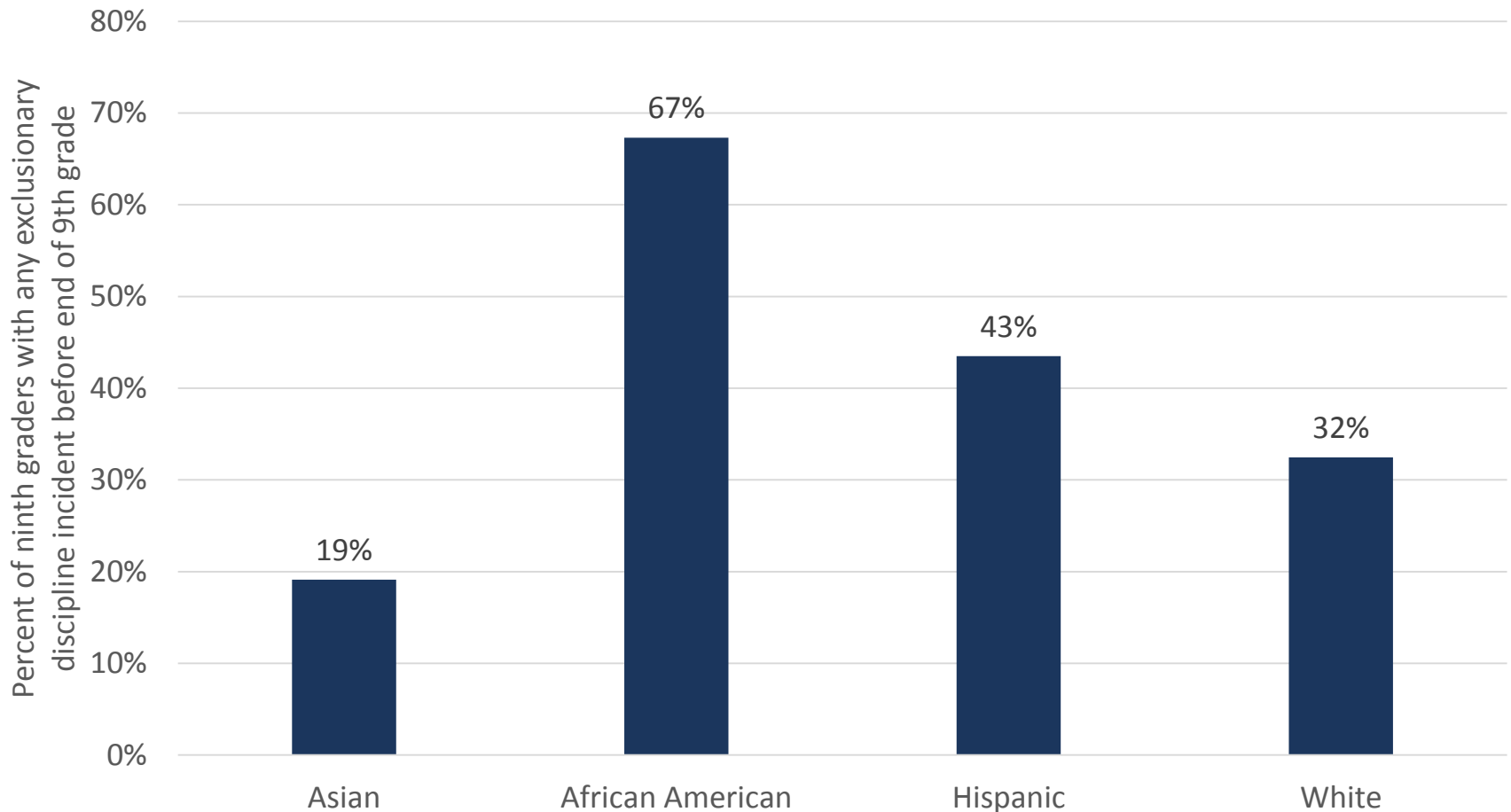


Teachers and administrators differ considerably in their perceptions of school disciplinary practices.

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



Between sixth and ninth grade, two out of three black students have been suspended or expelled compared with just under half of Hispanic students and one out of three white students.



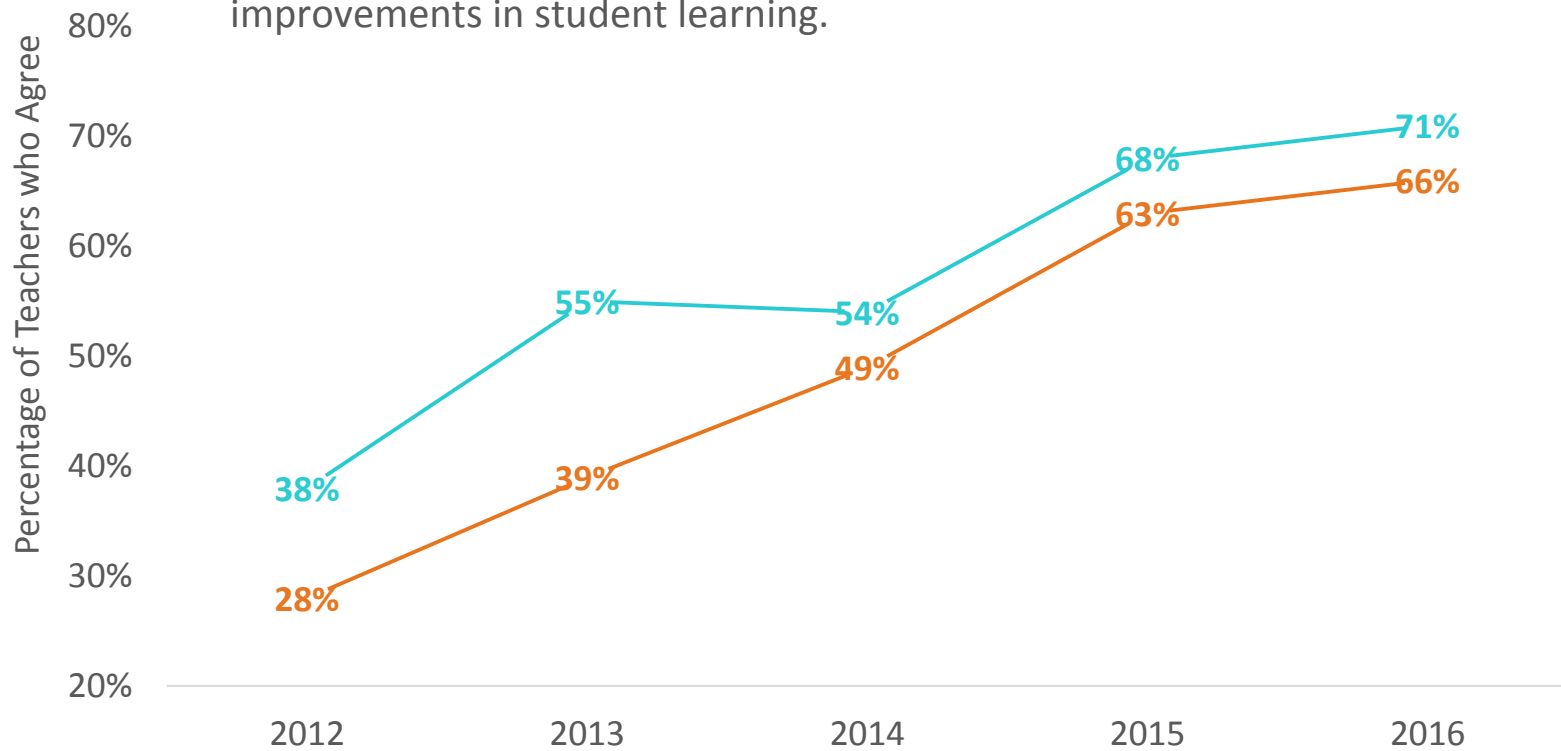


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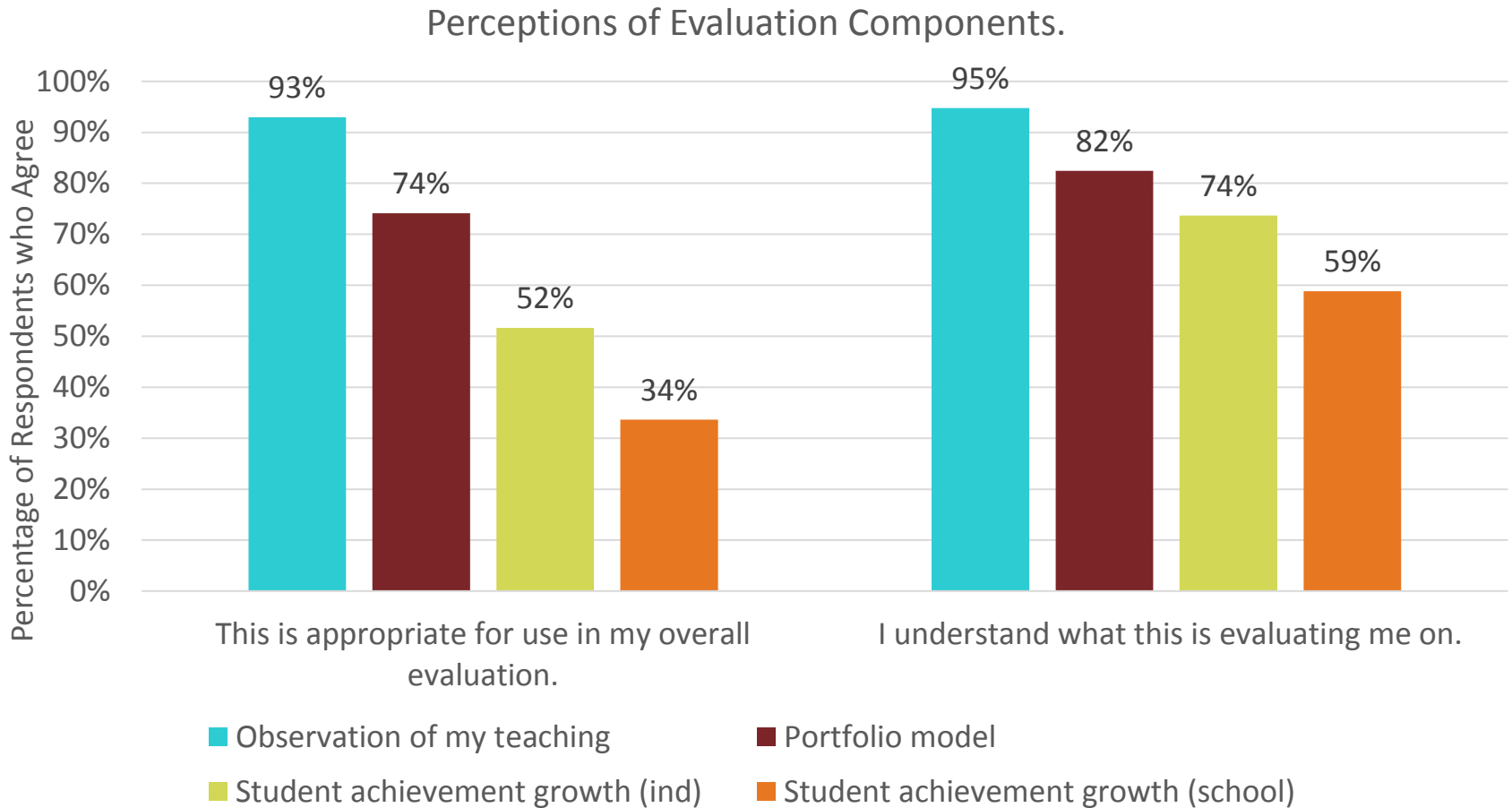
Teacher Evaluation

More teachers than ever before say the evaluation process is improving their teaching and their students' learning.

- In general, the teacher evaluation process used in my school has led to improvements in my teaching.
- In general, the teacher evaluation process used in my school has led to improvements in student learning.

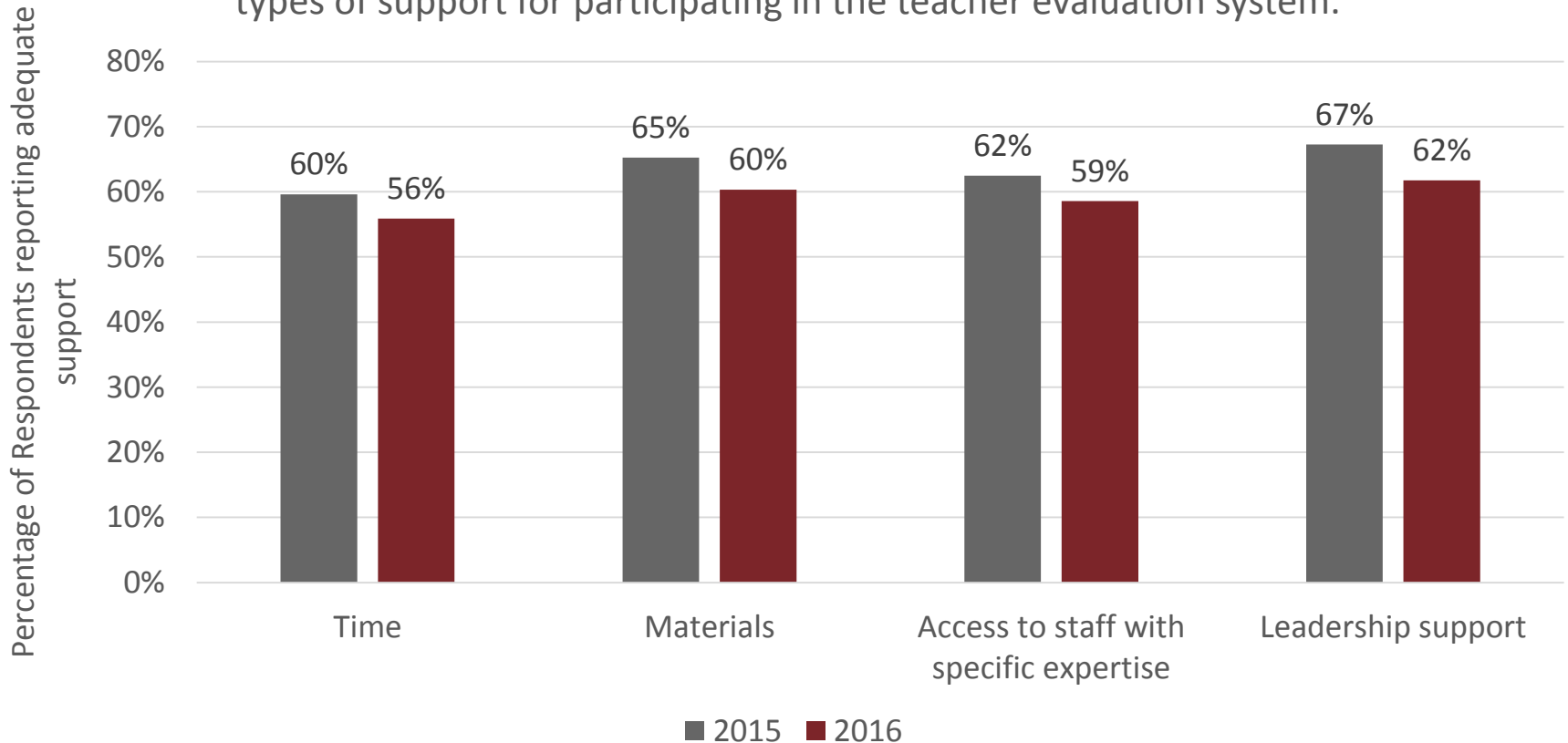


Teachers express especially positive views about the observation and portfolio components of evaluation.



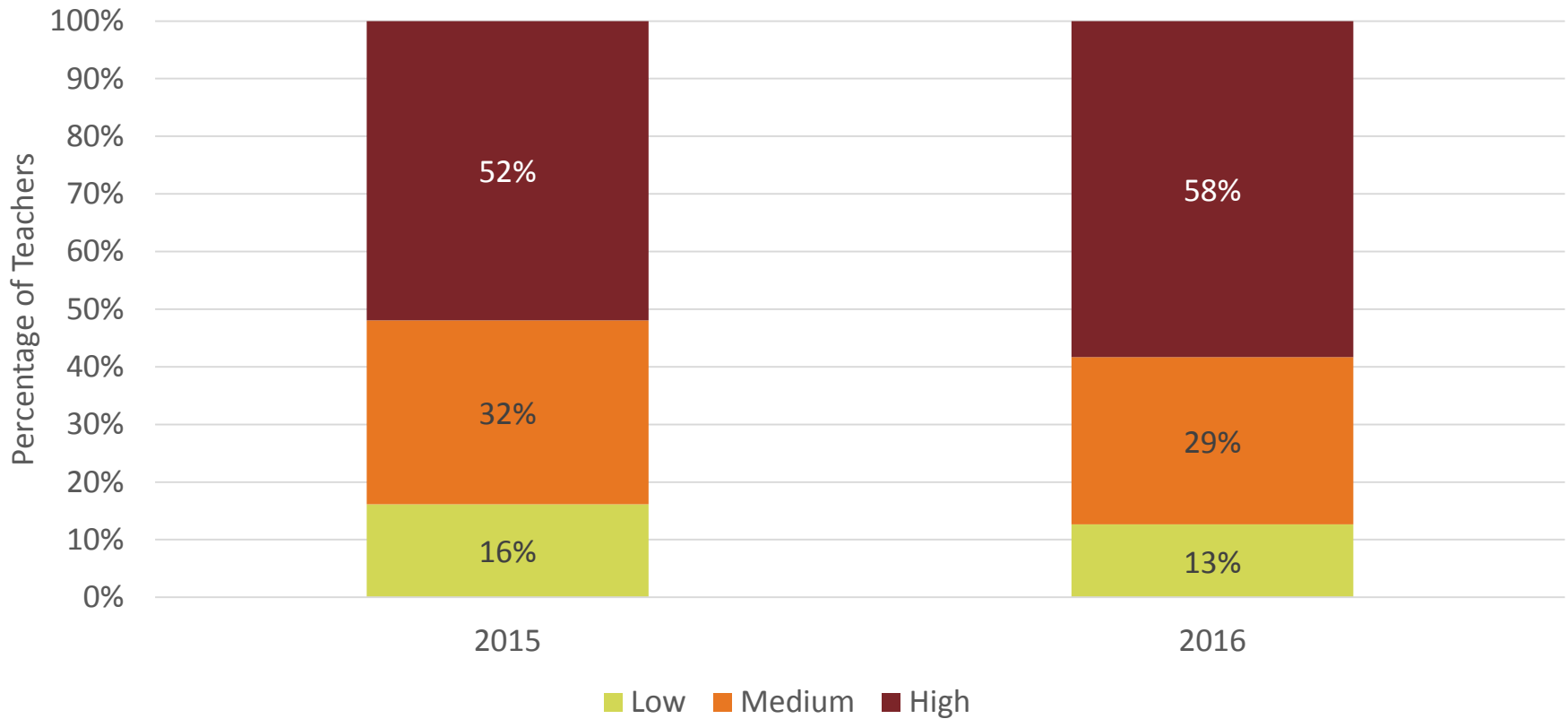
At the same time, teachers report lower school-level support for the evaluation process than in past years.

Please rate the extent to which your school has provided you with specific types of support for participating in the teacher evaluation system.



Teachers also report that the “burden” of the evaluation process feels higher than in past years.

Please report on your view of the overall burden of the teacher evaluation process.

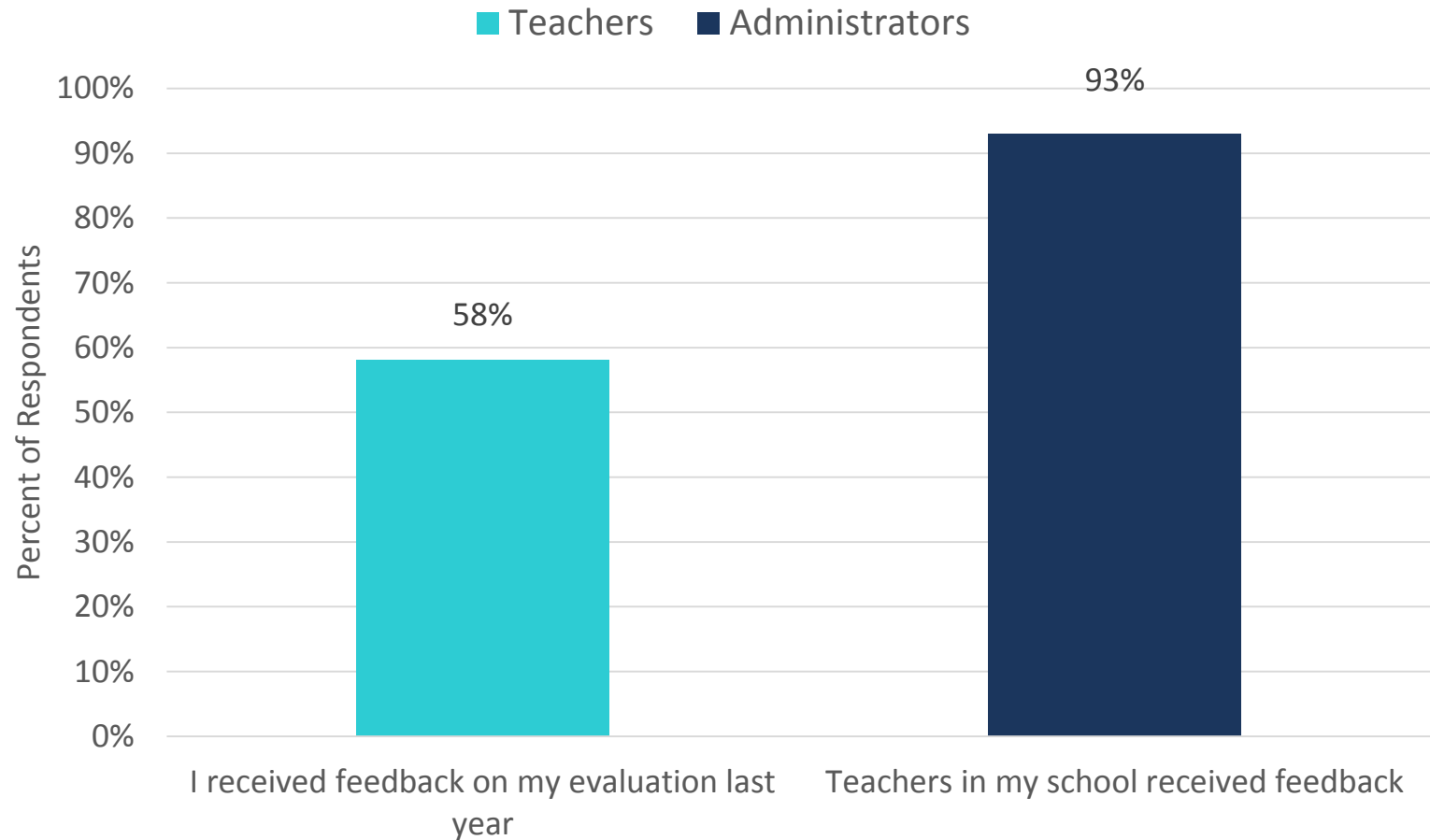




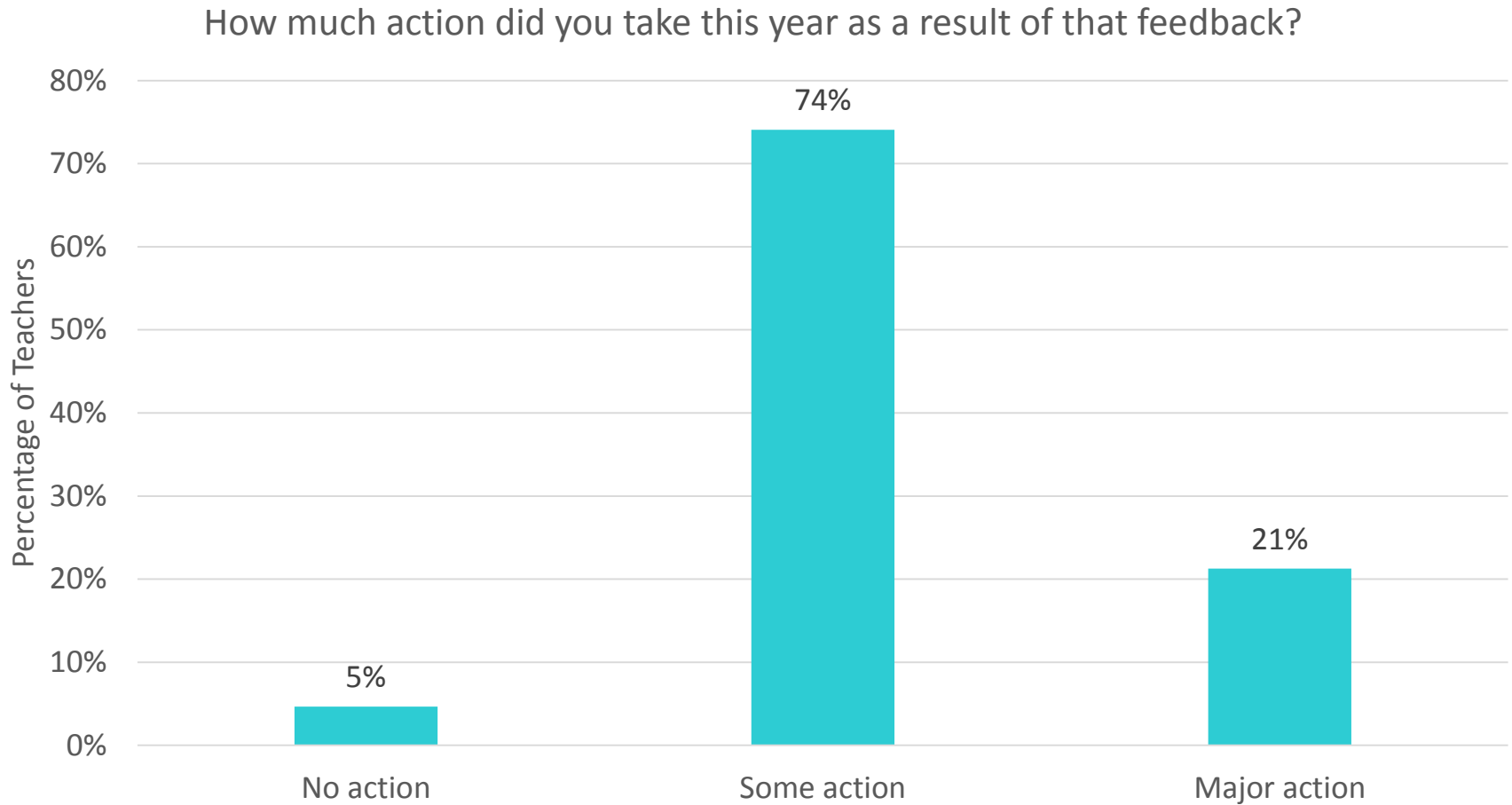
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Professional Learning

Over 90% of administrators say teachers received feedback on last year's evaluations but less than 60% of teachers report receiving such feedback.

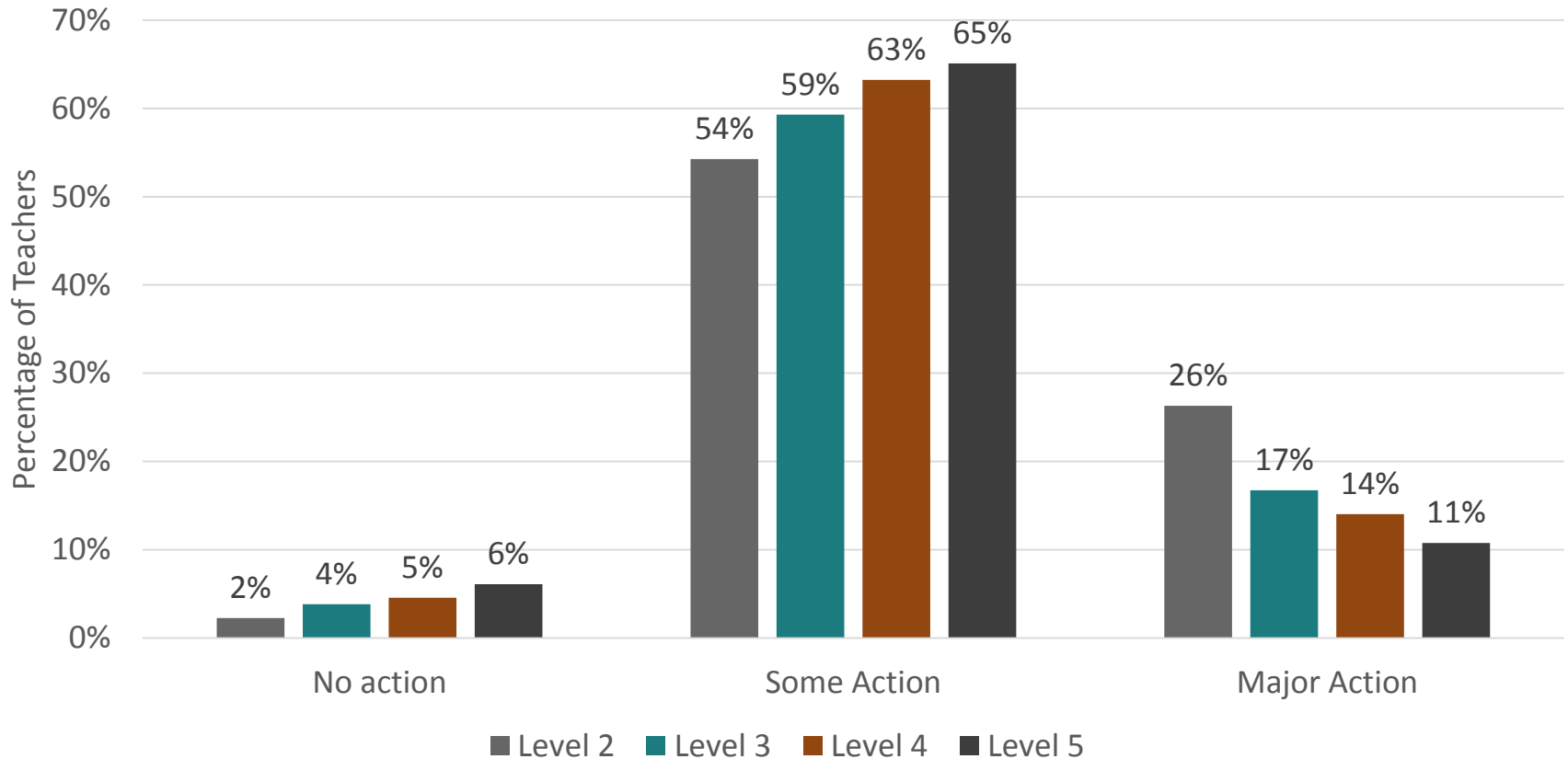


Most teachers who receive feedback from the evaluation system report taking some or major action.



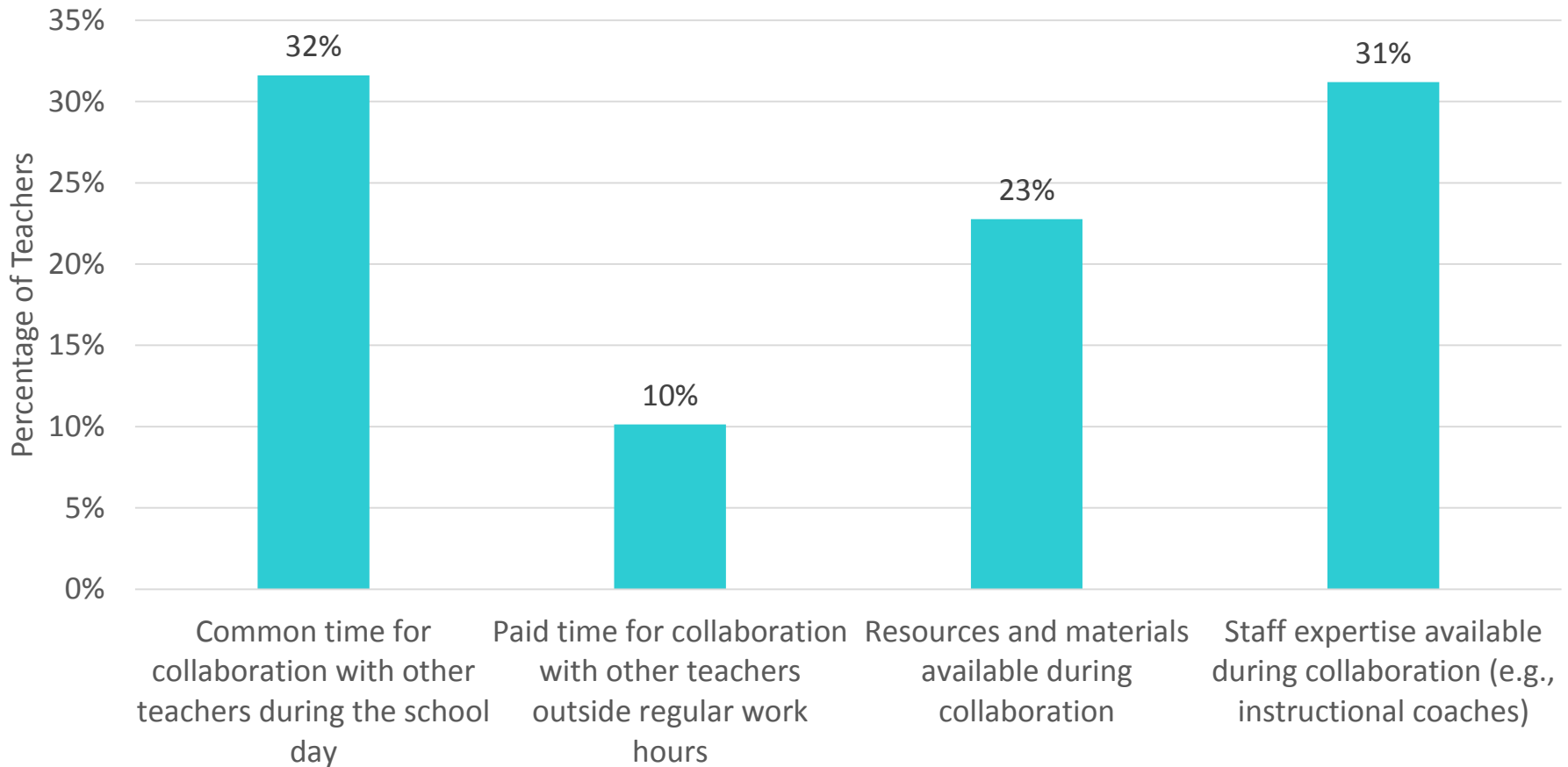
Teachers with lower evaluation scores last year were more likely to report taking major action as a result of feedback.

How much action did you take this year as a result of that feedback?



However, more than two-thirds of teachers say they do not have adequate time, resources, or support for collaboration.

How would you rate the amount of each of the following resources in your school?





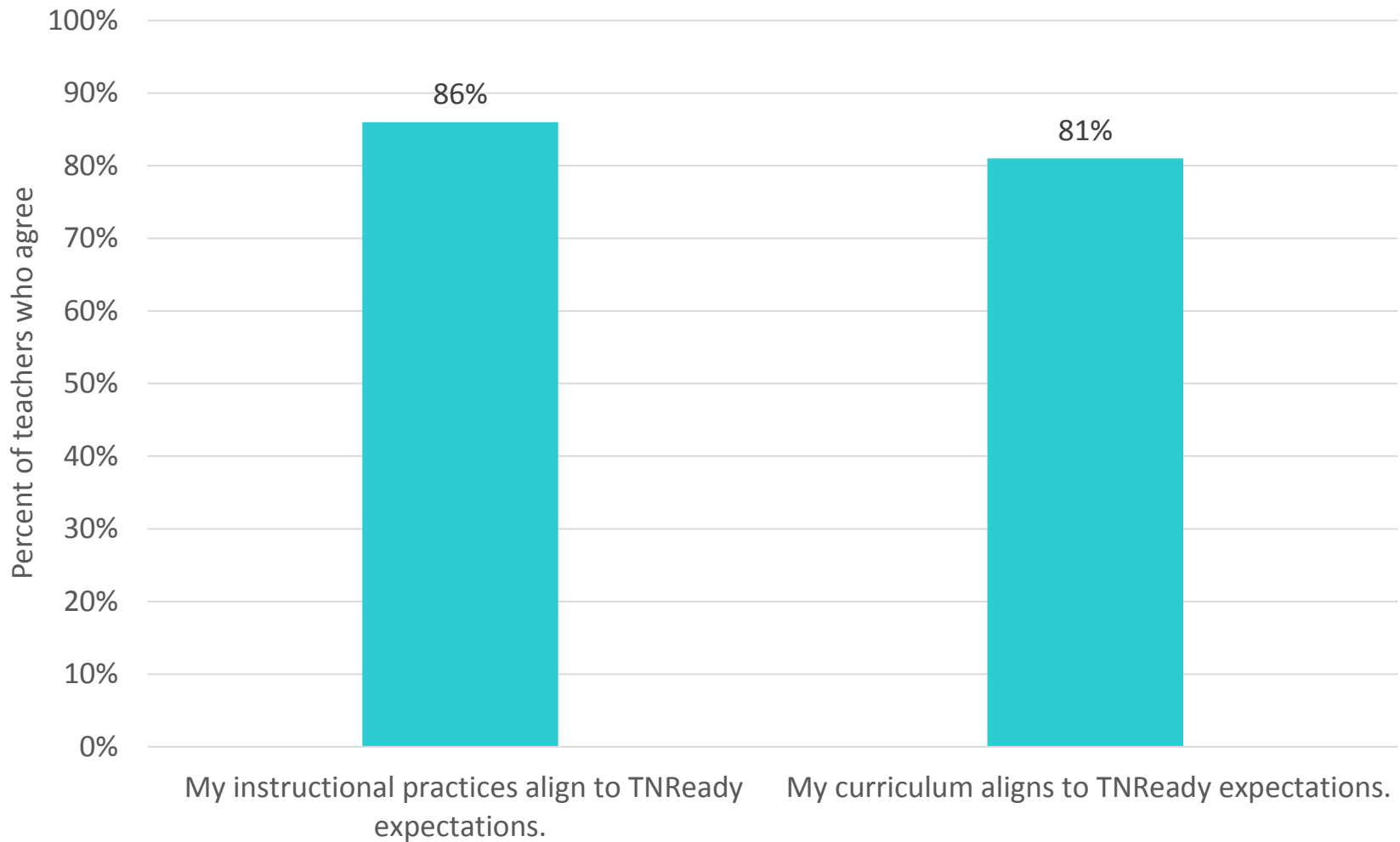
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TNReady

Making sense of TNReady Questions

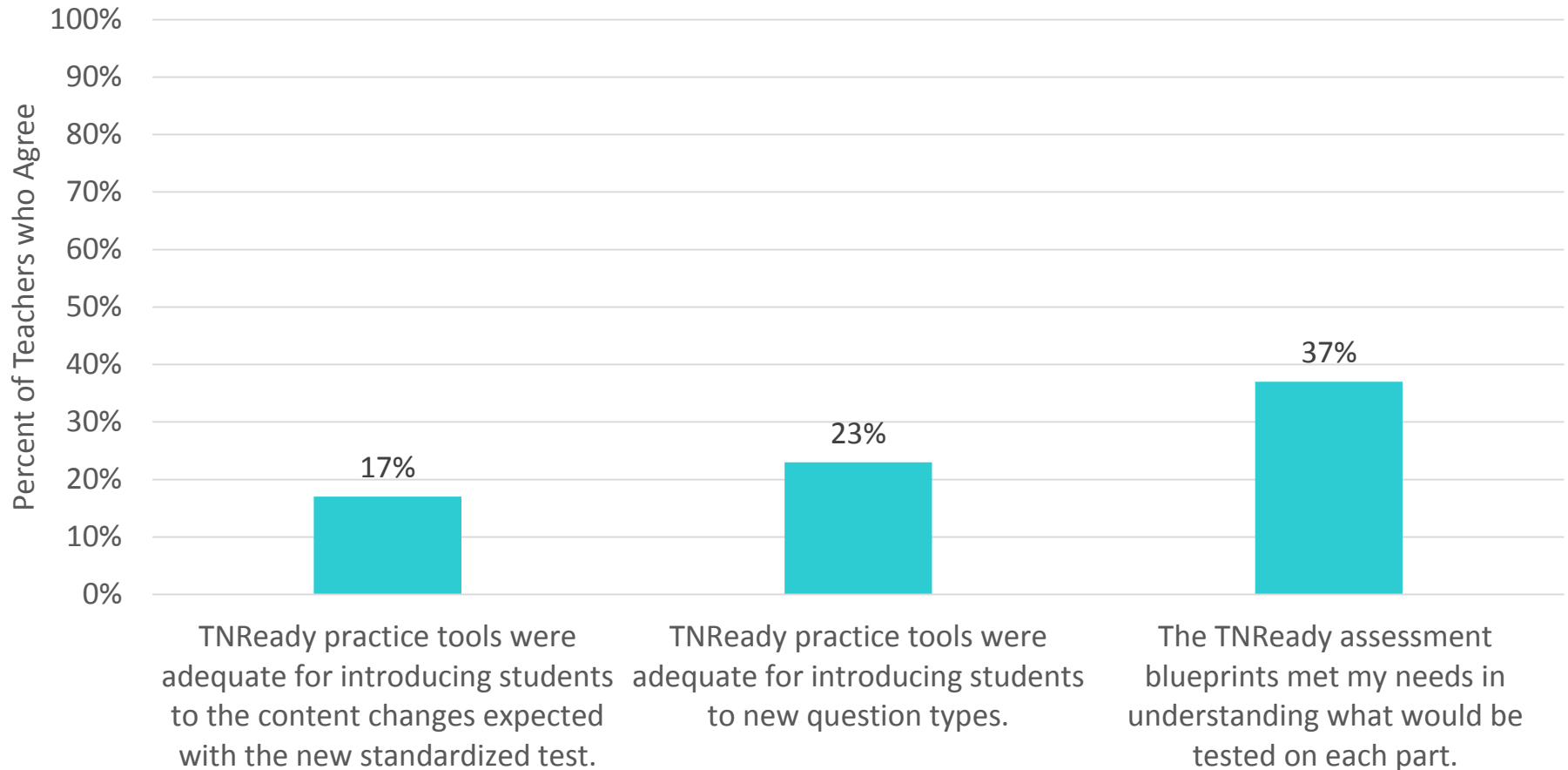
- The survey window overlapped with the cancellation of online testing and then the termination of the TNReady/Measurement Incorporated contract.
- Overall, TNReady questions pointed to educator frustration with assessment delivery.
- We will continue to monitor feedback around new assessments in future educator surveys.

Teachers reported strong alignment with the expectations set by TNReady and State Standards



But few teachers reported TNReady resources as having been adequate for students or teachers.

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





Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork