

2016 Tennessee Educator Survey  
IPI School - Teacher Survey Branch

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The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey<sup>1</sup>. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

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

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. [The IPI School - Teacher Survey Branch follows this introduction.](#) Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.




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<sup>1</sup> Questions on the Tennessee Educator Survey were derived 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.

**Tennessee Educator Survey: Survey Branches**

Teacher Branch I: IPI Schools (All Teachers in IPI Schools)

[FOR NON-IPI TEACHERS WITHIN IPI SCHOOLS.]

1. <if selected 1b only> Please select your top three reasons for not participating in IPI this year in order from most to least important. If you had fewer than three reasons for not participating, leave some blank. [The following options all appear in three drop down menus: Most Important, Second Most Important, Third Most Important]
  - a. I did not feel that I needed to improve my teaching.
  - b. I do not need to improve my evaluation scores
  - c. I did not think my evaluation scores accurately represented my teaching.
  - d. I did not want to talk about my evaluation scores with other teachers.
  - e. I did not think this opportunity would help me improve my teaching.
  - f. I did not think I would learn well with my partner.
  - g. I had more appealing options for improving my teaching.
  - h. I am already involved in a different kind of professional learning community or collaboration.
  - i. I did not have time or it seemed too time-consuming.
  - j. My principal did not recommend it very highly.
  - k. I was not told that I would receive professional development credit for my participation
  - l. Other (Please Specify)

2. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Leadership in my school encourages collaboration among teachers in this school.	1	2	3	4
b. Leadership in my school communicates that they value teachers working together on instructional issues.	1	2	3	4
c. Leadership in my school encourages teachers with different levels of expertise to work together.	1	2	3	4

3. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Leaders in my school have the expertise to evaluate my practice.	1	2	3	4
b. I have had productive discussions with other teachers about feedback I have received as part of the observation process that is used in the evaluation system.	1	2	3	4

c. I have used data from the observation process that is used in the evaluation system to set goals for refining my teaching practices.	1	2	3	4
d. School leaders' evaluations of my teaching accurately reflect my teaching practice.	1	2	3	4

4. How often did you collaborate with other teachers to do each of the following activities this year?

	Never	Once or Twice	About Once a Month	Two or Three Times a Month	About Once a Week
a. Meet to do activities together					
b. Communicate about classrooms or professional learning					
c. Set or discuss goals for collaboration					
d. Discuss evaluation scores					
e. Review student assessment data to make instructional decisions					
f. Co-teach					
g. Observe one another's classrooms to get ideas for instruction or to offer feedback					
h. Plan a lesson together					
i. Provide and receive feedback about instructional practices and activities					
j. Work to develop materials or activities for particular classes					