

2015 Tennessee Educator 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. 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

Support staff and district staff complete only the core section. 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

The first question in the survey is a key branching question that is used to split respondents by position. Teachers continue to the Teacher Core, principals and assistant principals branch to Administrator Core, certified support staff branch to the Certified Support Staff Core, and district staff branch to the District Staff Core.

As noted above, once teachers and administrators respond to their respective Core questions, they are then directed to a randomly assigned module.

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

Data will only be available at the state level and at the district and school level where the number of participants is greater than 10 and the participation rate reached 50 percent.

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Tennessee Educator Survey: File Organization and Variable List
 File Organization

- **Each file has the same format for District and School Level results.**

Variable List

Variable Name	Format	Description
item	String	Either Item number (corresponding to the numbering system in this document) or the reason for suppression (N<10 or "Too few responses"). Item numbers correspond to the items in this document.
CORE region	String	CORE region
District name	String	District name
School Name	String	School name
Percent Option X	Numeric	Percentage of teachers who responded to that particular option within the item. Adds to 100 for items with multiple response options. So, first option would be "A", Second would be "B". For items where the option is "select all that apply", the percentage is out of the total survey participants. The response options appear above the percentage for each item.
Prompt	String	The actual text that appeared in the survey that the participant responded to. For example, Q2 reads, "Please rate how strongly you agree or disagree with the following statements about your school." But response for item Q2A would read "The staff feels comfortable raising issues and concerns that are important to them with school leaders."
District Number	Numeric	District Number
School Number	Numeric	School Number
Teacher/Administrator Response Rate	Numeric	The percentage of teachers/administrators who responded. Schools and districts must have 50% participation to have their data published. Schools/districts with fewer than 10 eligible participants are not published by included in aggregated data (i.e. schools that did not reach 50% will have their response count toward the district averages)

Tennessee Educator Survey: Introduction

- Q1. *Please select the option below that best describes your primary professional position/role during the 2014-2015 school year.
- a. Teacher
 - b. Principal of a single school
 - c. Assistant principal or vice principal of a single school
 - d. Instructional coach/mentor, reading/math specialist, etc. at a single school (you serve in one of these capacities at least 50% of your time)
 - e. Counselor
 - f. Psychologist
 - g. Social Worker
 - h. Audiologist, Speech/Language Pathologist
 - i. Librarian/Library Media Specialist
 - j. Central office staff member
 - k. None of the above, and my work is ACROSS MULTIPLE SCHOOLS.
 - l. None of the above, and my work is at ONE SCHOOL. (Please specify your position.)
- _____

Question 1 is a key branching question that is used to split respondents by position:

- *Teachers and “none of the above but at one school” continue to the Teacher Core on page 8;*
- *Administrators branch to Administrator Core on page 17;*

Once participants respond to Core questions, they are directed to a randomly assigned module.

The results for Q1 and the assigned modules are not contained in the downloadable files.

Tennessee Educator Survey: Teacher Core

School Climate and Leadership

Q2. 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 and concerns 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

Q3. 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

Q4. 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

Q5. 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

Q6. 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

Instructional Practice

Q7. How true are the following statements?

	Not At All	A Little	Somewhat	Mostly	Completely	N/A
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

Q8. 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
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Q9. 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. In 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

Q10. 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 Evaluation

Q11. 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

Q12. 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.

Instructional Improvement

Questions 13 through Question 17 asked Rubric Specific questions on what area the teacher was trying to improve in 2014-15. There were too many potential options to publish in Publicly Available Data. To access these results, please email Education.Research@tn.gov

Q18. 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

Q19. 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

Q20. 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

State Initiatives

Q21. 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

Q22. To what extent do you agree or disagree with the following statement about Response to Intervention (RTI²)?

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

Q23. Indicate which stage your school is in regarding implementation of RTI².

	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 ² 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 ² framework.	1	2	3	4	5
e. Our school has a process for conducting ongoing progress monitoring.	1	2	3	4	5

Tennessee Educator Survey: Administrator Core

School Climate

Q25. Please rate how strongly you agree or disagree with the following statements about your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers feel comfortable raising issues and concerns that are important to them.	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 staff 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
f. Teachers believe that they are collaborative stakeholders in major school decisions.	1	2	3	4

Q26. To what extent do you agree or disagree with each of the following statements concerning this school year (2014-15)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff 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 being at this school aren't worth it.	1	2	3	4

Roles and Responsibilities

Q27. In an AVERAGE WEEK, how much time do you devote to the following activities?

	None	1 Hour or Less	1 to 3 Hours	3 to 5 Hours	5 to 10 Hours	More than 10 Hours
a. Instructional planning with teachers	1	2	3	4	5	6
b. Observing teachers	1	2	3	4	5	6
c. Coaching teachers (individually or in group sessions)	1	2	3	4	5	6
d. Meetings with or sponsored by central office	1	2	3	4	5	6
e. Administrative duties (hiring, scheduling, budgeting, etc.)	1	2	3	4	5	6
f. Parent and/or community concerns or involvement	1	2	3	4	5	6
g. Student discipline issues	1	2	3	4	5	6
h. Working directly with students (i.e., teaching, tutoring, etc.)	1	2	3	4	5	6

Q28. Please indicate the degree of control or autonomy you have in each of the following areas in your school.

	No Autonomy	Some Autonomy	Considerable Autonomy	Not Applicable
a. Selecting teachers new to this school	1	2	3	4
b. Removing teachers/ Teacher transfers	1	2	3	4
c. Establishing student discipline procedures	1	2	3	4
d. Establishing school budget priorities	1	2	3	4
e. Establishing teacher salaries and benefits	1	2	3	4

f. Establishing the school's staffing structure	1	2	3	4
g. Creating teacher leadership roles	1	2	3	4
h. Establishing the school mission and vision	1	2	3	4
i. Evaluating teachers	1	2	3	4
j. Determining the content of in-service PD for teachers at this school	1	2	3	4
k. Selecting textbooks and other instructional materials	1	2	3	4

Q29. Do you have any role in hiring new teachers for your school?

- a. Yes – continue to Q30
- b. No – skip Q31

Q30. Please select the top three characteristics you consider when hiring new teachers.
[Select three]

- a. Ratings from district Human Resources office
- b. Prior evaluation scores
- c. Previous teaching experience
- d. Intelligence
- e. Enthusiasm
- f. Content knowledge
- g. Graduate of prestigious institution
- h. Willingness to take on extra duties
- i. Shared racial background with students
- j. Knowledge of local curricula and assessments
- k. Teaching proficiency demonstrated in sample lesson
- l. Other (fill in the blank) _____

Collaborative and Instructional Practices

Q31. Which of the following individuals/groups played a major role in setting the central priorities and policies for the 2014-2015 school year? (Select all that apply.)

- a. Principal
- b. Assistant Principal(s)
- c. Grade-level team leaders
- d. Content area leaders
- e. Other teachers
- f. Students
- g. Other (please specify) _____

Q32. Did your school use any of the following strategies during the 2014-2015 school year?

	Yes	No
a. We provide before-school, after-school, or weekend tutorial instructional programs for all students.	1	2
b. We provide summer school or tutorial programs for all students.	1	2
c. We have teachers working in teams of two or more <i>in the same class</i> at the same time.	1	2
d. We have interdisciplinary teams of teachers who share the same students.	1	2
e. Teacher teams have common planning times.	1	2
f. Community service is mandatory for all students in some grade levels.	1	2
g. We require parents to volunteer at the school.	1	2
h. We require each parent to sign a home/school contract.	1	2
i. We use block scheduling.	1	2
j. We have career academies.	1	2
k. We have programs to acknowledge student achievement (assemblies, principal list/honor roll, or student of the week).	1	2
l. We hold mandatory meetings for incoming students and their families.	1	2
m. We hold open houses for incoming students and their families.	1	2

School Instructional and Improvement Practices

Q33. To what extent do you use the following types of data to track your school's performance over time?

	Not at all	A Little	Somewhat	To a Great Extent
a. Attendance or absentee data	1	2	3	4
b. Student discipline data	1	2	3	4
c. Students' grades	1	2	3	4
d. Standardized test scores	1	2	3	4
e. Benchmark or formative assessment data	1	2	3	4
f. Teachers' value-added scores (TVAAS)	1	2	3	4
g. Teachers' observation scores	1	2	3	4
h. Students' achievement or other outcomes after leaving this school	1	2	3	4

Q34. To what extent did your school's counseling staff spend their time delivering the following services to students?

	Not at all	A Little	Somewhat	To a Great Extent
a. Choice and scheduling of courses	1	2	3	4
b. Assisting students with college readiness, selection, and applications	1	2	3	4
c. Assisting students with job placement and employability skill development	1	2	3	4
d. Occupational choice and career planning	1	2	3	4
e. Students' attendance, discipline, and other school and personal problems	1	2	3	4
f. Academic testing and assessment coordination	1	2	3	4
g. Other counseling activities	1	2	3	4
h. Non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.	1	2	3	4

Q35. On average, how many minutes per day does the typical student in your school receive instruction or participate in activities related to the subject areas listed below?

	None	1 to 30 Minutes per Day	31 to 60 Minutes per Day	61 to 90 Minutes per Day	More than 90 Minutes per Day
a. Reading or language arts	1	2	3	4	5
b. Math	1	2	3	4	5
c. Science	1	2	3	4	5
d. Social studies	1	2	3	4	5
e. Music, Art, Dance or Theater	1	2	3	4	5
f. Foreign language	1	2	3	4	5
g. Career and Technical Education (CTE)	1	2	3	4	5

Administrator Evaluation

Q36. How many times has an evaluator observed you doing your job this school year as part of the administrator evaluation process in your district?

- a. I have not yet been observed and do not expect to be observed.
- b. I have not yet been observed but DO expect to be observed before the end of the year.
- c. One time
- d. Two times
- e. More than two times

Question 37 is asked only if the answer to Q36 is c, d, or e.)

Q37. How true is each of the following statements about the feedback you have received? The feedback I received so far this year:

	Not at all True	Somewhat True	Mostly True	True	Not Applicable
a. Identified specific areas of my practice that could be improved.	1	2	3	4	5
b. Included guidance on how to make improvements in my practice.	1	2	3	4	5
c. Focused only on the negative aspects of my performance.	1	2	3	4	5

Q38. How strongly do you agree or disagree with each of the following statements about the administrator evaluation process during this school year (2014-2015)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The processes used to conduct my administrator evaluation are fair to me.	1	2	3	4
b. I received useful feedback as a result of the administrator evaluation process.	1	2	3	4
c. The administrator evaluation process helps me improve as a professional.	1	2	3	4
d. The Tennessee Instructional Leadership Standards (TILS) and corresponding rubric	1	2	3	4

clearly define what is expected of me as an administrator.				
e. I have made changes in my leadership practice as a result of the evaluation	1	2	3	4
f. Overall, the administrator evaluation process will lead to better school leadership	1	2	3	4
g. Overall, the administrator evaluation process will lead to improved student learning	1	2	3	4
h. Overall, I am satisfied with Tennessee's administrator evaluation process.	1	2	3	4

State Initiatives

Q39. Think about any and all training you have received from the Tennessee Department of Education. To what extent do you agree or disagree with the following statements?

	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
b. I believe that the leadership training provided by the TDOE has proven beneficial.	1	2	3	4	5

Q40. To what extent do you agree or disagree with the following statement about Response to Intervention (RTI²)?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. Students will benefit from the RTI ² framework for intervention.	1	2	3	4	5

Q41. Indicate which stage your school is in regarding implementation of RTI².

	Not in Place	Exploring	Partial Implementation	Full Implementation
a. Our school utilizes a universal screener or early warning system to identify students' skill deficits.	1	2	3	4
b. Our school provides a daily time for students to receive intervention, remediation, or enrichment.	1	2	3	4
c. Our school has a RTI ² focused data team with roles and responsibilities for each member.	1	2	3	4

d. Our school delivers training to help staff understand the components of the RTI ² framework.	1	2	3	4
e. Our school provides training for the staff members who will be teaching intervention.	1	2	3	4
f. Our school has a process for conducting ongoing progress monitoring.	1	2	3	4
g. Our school conducts fidelity checks to evaluate RTI ² implementation.	1	2	3	4

Q42. Select the top two sources of information you have used while implementing or planning for implementation of RTI².

- a. Tennessee Department of Education
- b. TDOE's CORE Offices
- c. My district
- d. Other schools in my district
- e. Other districts
- f. Teacher-created resources
- g. Self-created resources
- h. Other (please specify) _____