

2015 TENNESSEE EDUCATOR SURVEY TEACHER MODULE E - EVALUATION

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 E - Evaluation follows this introduction.

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

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 E - Evaluation

T-E1. Indicate your agreement with the following statements about the teacher evaluation system at your school. The teacher evaluation system...

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. Focuses on the aspects of my work that will affect student learning.	1	2	3	4	5
b. Helps me to identify areas where I can improve.	1	2	3	4	5
c. Helps me to identify areas where my teaching is strong.	1	2	3	4	5
d. Provides me with clear expectations for my teaching.	1	2	3	4	5
e. Helps me plan instruction and develop lesson plans.	1	2	3	4	5
f. Overall has helped improve my instructional practices.	1	2	3	4	5

T-E2. As part of your overall evaluation rating last year (2013-14), how often were you...

	How often? (Select one)				By whom? (select all that apply)		
	Never	Once	2 to 3 Times	4 or More Times	Colleague/Peer	Mentor/Coach	Administrator
a. Observed teaching your class?	1	2	3	4	1	2	3
b. Given feedback on your teaching?	1	2	3	4	1	2	3

- T-E3. Which of the following sentences best describes the usefulness of the feedback you received from your overall evaluation rating? (Select one)
- I did not receive informal feedback.
 - I did not change the way I plan and/or teach.
 - I made some changes to the way I plan and/or teach.
 - I made major changes to the way I plan and/or teach.
 - The feedback I received was too confusing or contradictory to inform the way I plan and/or teach

- T-E4. What are the purposes of the teacher evaluation system? (Select all that apply)
- Assessing my needs
 - Aligning my practices with students' needs
 - Aligning instruction with state assessments
 - Assessing my subject area/content knowledge
 - Assessing my knowledge of key subject-area skills and strategies
 - Assessing my knowledge of pedagogy and techniques
 - Assessing my knowledge providing feedback to students
 - Assessing my knowledge of assessment techniques
 - Compliance with state policies
 - Other (*Please specify*) _____

T-E5. Indicate your agreement with the following statements about the teacher evaluation system used in your school district.

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. In my school, evaluation criteria and indicators are appropriate.	1	2	3	4	5
b. The instruments used to measure teacher performance are easy to understand.	1	2	3	4	5
c. The system for assessing teachers generates fair and accurate results.	1	2	3	4	5
d. The evaluation criteria are applied equally to all teachers, regardless of their background or level of experience.	1	2	3	4	5
e. The system is effective in identifying outstanding teachers.	1	2	3	4	5
f. The system is effective in identifying teachers who are struggling.	1	2	3	4	5

T-E6. Please rate the extent to which your school has provided you with specific types of support for participating in the teacher evaluation system. (Please think about the support you received for participation in the teacher evaluation system over the course of the entire 2014-15 school year.)

	No Support	Some Support	Adequate Support	Strong Support
a. Leadership support (such as key information and guidance from school or district administrators)	1	2	3	4
b. Time (such as planning or release time to complete evaluation materials)	1	2	3	4
c. Materials (such as guidelines to facilitate the process)	1	2	3	4
d. Access to staff with specific expertise (such as instructional coaches) within and/or outside of my school	1	2	3	4

T-E7. Please report on your view of the overall burden of the teacher evaluation process. (Select one)

