2015 TENNESSEE EDUCATOR SURVEY

CORE SURVEY FOR DISTRICT STAFF

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

The Core Survey for District Staff follows this introduction. While teachers and administrators complete the appropriate core and a randomly assigned module, district staff complete only the core survey.

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.

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2015 TENNESSEE EDUCATOR SURVEY - DISTRICT STAFF CORE

1. Which of the following methods did your district use to provide professional development to teachers during the 2014-2015 school year (including the summer of 2014)?

	Yes	No	Do Not Know
a. Workshops, seminars, institutes or conferences organized by the district	1	2	3
b. Online professional development resources (such as webinars, videos, online articles, etc.) offered by or through your district	1	2	3
c. Made graduate courses available in your district or at nearby locations	1	2	3
d. Professional learning communities or other discussion groups	1	2	3
e. Coaching/mentoring	1	2	3
a. Offered something else	1	2	3

2. Are teachers in the district offered any of the following to encourage their participation in professional development activities?

	Yes	No	Do Not Know
a. Release time from teaching (such as regular teaching responsibilities temporarily assigned to someone else)	1	2	3
b. Scheduled time in the contract year for professional development	1	2	3
c. Stipend for professional development activities that take place outside regular work hours	1	2	3
d. Full or partial reimbursement of college tuition	1	2	3
e. Reimbursement for conference or workshop fees	1	2	3
f. Reimbursement for travel and/or daily expenses to attend conferences or workshops	1	2	3

3. To what extent did each of the following factors influence decisions in your district about teacher professional development during the 2014-2015 school year (including summer 2014)?

	Not at all	Small Extent	Moderate Extent	Large Extent	Do Not Know
a. Release time from teaching (such as regular teaching responsibilities temporarily assigned to someone else)	1	2	3	4	5
b. Scheduled time in the contract year for professional development	1	2	3	4	5
c. Stipend for professional development activities that take place outside regular work hours	1	2	3	4	5
d. Full or partial reimbursement of college tuition	1	2	3	4	5
e. Reimbursement for conference or workshop fees	1	2	3	4	5

4. Indicate your agreement with the following statements about all the professional development activities that were offered to teachers in your district during the 2014-2015 school year (including summer 2014). The professional development activities offered to teachers…

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. Improved teacher content knowledge of the academic subjects they teach.	1	2	3	4	5
b. Advanced teacher understanding of effective instructional strategies.	1	2	3	4	5
c. Had a positive and lasting impact on teachers' classroom instruction.	1	2	3	4	5
d. Helped teachers improve in their teaching toward the Tennessee State Standards.	1	2	3	4	5
e. Helped teachers improve in the areas that they are evaluated on in the formal teacher evaluation process.	1	2	3	4	5

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5. During the 2014-2015 school year (including summer 2014), how often did your district engage in the following activities to evaluate the quality of its professional development offerings to teachers?

	Never	Rarely	Sometimes	Frequently	Don't Know
a. Solicited feedback from teachers on the professional development activities	1	2	3	4	5
b. Examined whether professional development correlated to gains in student achievement	1	2	3	4	5

6. Indicate your agreement with the following statements about the teacher evaluation system in Tennessee. The teacher evaluation system In Tennessee..

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. Focuses on the aspects of teachers' work that will affect student learning.	1	2	3	4	5
b. Helps teachers to identify areas where they can improve.	1	2	3	4	5
c. Helps teachers to identify areas where their teaching is strong.	1	2	3	4	5
d. Provides teachers with clear expectations for their teaching.	1	2	3	4	5
e. Establishes specific standards for effective practice for teachers in the district.	1	2	3	4	5
f. Helps teachers plan instruction and develop lesson plans.	1	2	3	4	5
g. Overall has helped improve teachers' instructional practices.	1	2	3	4	5

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7. Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree or disagree with the following statements?

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. The evaluation criteria and indicators are appropriate.	1	2	3	4	5
b. The instruments for measuring teacher performance are clear.	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 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
g. The performance categories used in the evaluation system provide a firm basis for making hiring, tenure and promotion decisions and for identifying weak teachers.	1	2	3	4	5

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8. In what ways are teacher evaluation results used by schools in your district? (Select all that apply)

   If you are unsure how teacher evaluation results are used by schools in your district, then please skip this question.
   a. There are no rewards or consequences based on teacher evaluations
   b. To identify areas in which teachers need professional development
   c. To determine whether particular teachers receive (or keep) tenure
   d. To determine whether teachers receive a monetary bonus on top of their salary, a salary increase, or promotion to a higher level
   e. To make changes in work responsibilities or job assignments
   f. To provide information to parents and/or the general public about the quality of teaching in your district as a whole
   g. To determine whether teachers enter into some type of probationary status (employee improvement plan, etc.)
   h. For making decisions about layoffs, displacement, or reductions in work force
   i. To determine whether teachers are qualified to continue teaching

9. Overall, how would you describe the resources, expertise, materials, and guidance your district received from the Tennessee Department of Education to implement the teacher evaluation system used in your district?
   a. Non-existent
   b. Insufficient
   c. Adequate
   d. Excellent

10. Please indicate the extent to which results from the teacher evaluation system were used for the following purposes throughout this school year (2014-2015).

	Not At All	To Some Extent	To A Large Extent
a. Assess teacher needs	1	2	3
b. Deploy teacher supports	1	2	3
c. Gauge effectiveness of teacher supports	1	2	3
d. Make decisions about professional development activities at the district level	1	2	3
e. Make decisions about professional development activities at the school level	1	2	3
f. Make decisions about professional development activities at the teacher level	1	2	3

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11. Please indicate the extent to which student performance data are used for the following purposes throughout this school year (2014-2015).

	Not At All	To Some Extent	To A Large Extent
a. Assess teacher needs	1	2	3
b. Deploy teacher supports	1	2	3
c. Gauge effectiveness of teacher supports	1	2	3
d. Make decisions about professional development activities at the district level	1	2	3
e. Make decisions about professional development activities at the school level	1	2	3
f. Make decisions about professional development activities at the teacher level	1	2	3

12. Does your district actively support the use of digital instructional tools in your school's classrooms? (Select one)
    a. Yes
    b. No
    c. Not sure

13. If yes, what supports does your district provide? (Select all that apply)
    a. Provides the technology infrastructure that makes the use of the tools possible
    b. Directly provides the tools for my school
    c. Provides the funding to pay for the tools
    d. Provides training on the use of the tools
    e. Other *(Please specify)* _____

14. Rate the quality of resources and supports your district received from the Tennessee Department of Education or other sources to help you make progress in implementing the Tennessee State Standards.

	Did Not Receive This Support	Poor Quality	Adequate Quality	Excellent Quality
a. Curriculum materials	1	2	3	4
b. Digital tools (such as on-line textbooks, webinars, on-line communities)	1	2	3	4
c. Professional development programs for teachers	1	2	3	4
d. Information about assessments aligned to the Tennessee State Standards	1	2	3	4
e. Information about how the standards change what is expected of teachers' instructional practice	1	2	3	4
f. Information about how the standards change what is expected of students	1	2	3	4
g. Information about how to strengthen teachers' instructional practices	1	2	3	4

15. In your opinion, how much of a barrier are each of the following to providing effective professional development to teachers in your district?

	A Major Barrier	A Minor Barrier	Not A Barrier
a. Teachers' lack of sufficient time for teacher professional development	1	2	3
b. Lack of professional development providers with the skills your teachers need	1	2	3
c. Lack of financial resources	1	2	3

16. To what extent do you believe there is a statewide system of professional development that …..

	Not At All	To A Minimal Extent	To Some Extent	To A Great Extent	Do Not Know
a. Strategically aligns with your district's improvement goals?	1	2	3	4	5
b. Supports state professional standards for teachers?	1	2	3	4	5
c. Ensures that professional development is relevant and responsive to the needs of educators?	1	2	3	4	5

17. Is there anything else that you would like to communicate to the Tennessee Department of Education? (THIS QUESTION CONCLUDES THE DISTRCT STAFF SURVEY)

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