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[1]. 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. 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. The Professional Learning Teacher Module follows this introduction. 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.

Tennessee Educator Survey: Teacher Survey Modules

Teacher Module P: Professional Learning

Please note: The term "professional learning" is defined as all activities with a primary purpose of furthering the knowledge, skills, competencies and/or practices of current teachers. This includes individual and group activities, activities that happen inside and outside of school, and activities that are required and not. This does not include any formal education you completed prior to becoming a teacher, but does include work toward a teaching-related degree, certification, or license that you pursue once you have become a teacher.[2]

1. During the 2015-2016 school year (including summer 2015), what were your personal priorities for professional learning? Please select up to three areas.

   Response options: Three different dropdown menus with all choices

   a. Instructional strategies and practices (e.g., questioning, wait-time, differentiation)
   b. Content-specific instruction (e.g., U.S. History, Biology, early grades reading or numeracy)
      i. In what content area did you focus?
         1. Reading/Literacy
         2. Math
         3. Science
         4. Social Studies
         5. Multiple Content Areas
   c. Preparing students to take state assessments (e.g., TNReady, TCAP Social Studies/U.S. History)
   d. Analyzing and interpreting student formative assessment results
   e. Analyzing and interpreting student summative assessment results
   f. Creating student assessments
   g. Preparing students for postsecondary
   h. Creating positive classroom environments (e.g., establishing respectful culture and managing student behavior)
   i. Meeting the needs of all learners (e.g., English learners and students with disabilities)
   j. Addressing students' non-academic needs (e.g., socio-emotional development and/or student behavior)
   k. Aligning standards, curriculum, and student learning outcomes

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[2] This definition and select survey questions were adapted from Bill and Melinda Gates Foundation Innovative Professional Development (iPD) Quantitative Teacher Survey with permission from the Boston Consulting Group and the Bill & Melinda Gates Foundation.

    l.   Teacher evaluation
    m. Using technology in the classroom
    n. Other (please specify3)

2. During the 2015-2016 school year (including summer 2015), how much total time did you spend on and with what frequency did you participate in professional learning in each of the areas listed below?

   The priority areas you selected are:

   Priority Area #1: [Populated from previous question]
   Priority Area #2: [Populated from previous question]
   Priority Area #3: [Populated from previous question]

   Response options: Sliding scale with number of hours; Also, a second column for frequency with Never, About Once a Semester, About Once a Month, Two or Three Times a Month, About Once a Week, More than Once a Week

       a. Priority Area #1
       b. Priority Area #2
       c. Priority Area #3
       d. All Other Areas

3. During the 2015-2016 school year (including summer 2015), what was the format for the majority of the professional learning you received in these areas? What would be your preferred format for the professional learning you received in these areas?

   The priority areas you selected are:

   Priority Area #1: [Populated from previous question]
   Priority Area #2: [Populated from previous question]
   Priority Area #3: [Populated from previous question]

   Response Options: Two columns titled Format of Majority of Professional Learning Received and Preferred Professional Learning Format.

       a. Priority Area #1
       b. Priority Area #2
       c. Priority Area #3
       d. All Other Areas

   Each row includes a dropdown menu that includes the format choices below:

       a. Workshops, seminars, institutes or conferences organized by my school
       b. Workshops, seminars, institutes or conferences organized by my district
       c. Training from regional CORE offices
       d. Training provided by other TDOE offices

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3 Participant will be given 30-40 character maximum for response.

  e. Online professional learning resources (e.g., webinars, videos, online articles) offered by or through my school
  f. Online professional learning resources (e.g., webinars, videos, online articles) offered by or through my district
  g. Online professional learning resources that I found myself
  h. Graduate courses available in my district or at nearby locations
  i. Professional learning communities or other collaborative groups
  j. Instructional coaching
  k. Formal mentoring
  l. Informal mentoring
  m. Peer observation or peer modeling
  n. Self-guided professional learning
  o. Other (please specify)

4. How helpful has professional learning in each of the areas listed below been in refining your teaching practices?

   The priority areas you selected are:

   Priority Area #1: [Populated from previous question]
   Priority Area #2: [Populated from previous question]
   Priority Area #3: [Populated from previous question]

   Response Options: Not Helpful, Somewhat Helpful, Very Helpful

     a. Priority Area #1
     b. Priority Area #2
     c. Priority Area #3
     d. All Other Areas

5. Thinking about the most effective professional learning activity in which you've participated during the 2015-2016 school year, what aspect was most beneficial to your development as a teacher?
     a. It encouraged collaboration among participants
     b. It helped me network with other teachers
     c. It was ongoing and occurred frequently
     d. It increased morale and encouraged teacher buy-in
     e. It focused primarily on one specific practice/content area
     f. It focused on several different practices/content areas in a cohesive, meaningful way
     g. It was job-embedded
     h. It provided high-quality materials and strategies that were easy to implement in the classroom
     i. It provided me with concrete takeaways that I could integrate into my teaching immediately
     j. It used modeling to help reinforce ideas and strategies

    k. Other (please specify)

6. Thinking about all of the professional learning activities in which you have participated during the 2015-2016 school year (including summer 2015), what percentage of the activities were determined by the following people? Please make sure that your combined responses add up to 100%.

   Response options: Sliding scale with percentages from 0-100

    a. Me
    b. Teacher groups at my school (e.g., collaborative decision of grade-level team)
    c. Teacher leaders (e.g., department chairs), mentors, or coaches
    d. My principal or another administrator at my school
    e. District
    f. State

7. During the 2015-2016 school year (including summer 2015), how often did you participate in each of the following collaborative professional learning activities?

   Response Options: Never, About Once a Semester, About Once a Month, Two or Three Times a Month, About Once a Week, More than Once a Week

    a. Met with other teachers to discuss standards, instruction, and/or student learning
    b. Worked with other teachers to develop materials or activities for particular classes
    c. Reviewed student assessment data with other teachers to make instructional decisions
    d. Observed another teacher's classroom to get ideas for my own instruction or to offer feedback
    e. Had another teacher observe my classroom to offer feedback

8. During the 2015-2016 school year (including summer 2015), how often did you use the following formats to participate in collaborative professional learning?

   Response Options: Never, About Once a Semester, About Once a Month, Two or Three Times a Month, About Once a Week, More than Once a Week

    a. Met with team of teachers within my school: subject area, grade level or interdisciplinary teams
    b. Met with a team of teachers from different schools within my district: subject area, grade level, or interdisciplinary teams
    c. Met with the whole faculty at my school
    d. Met with a teacher partner
    e. Met with an instructional coach
    f. Met with a regional, state, or national group of educators

9. How helpful has collaborative professional learning been for your development as a teacher?

   Response options: Did Not Pursue Professional Learning in This Area, Did Not Help Me Improve My Teaching, Helped Me Improve A Little, Helped Me Improve Some, Helped Me Improve A Lot

   a. Met with other teachers to discuss standards, instruction, and/or student learning
   b. Worked with other teachers to develop materials or activities for particular classes
   c. Reviewed student assessment data with other teachers to make instructional decisions
   d. Observed another teacher's classroom to get ideas for my own instruction or to offer feedback
   e. Had another teacher observe my classroom to offer feedback

10. How often did you collaborate with the following people?

    Response options: Never, About Once a Semester, About Once a Month, Two or Three Times a Month, About Once a Week, More than Once a Week

    a. Teachers at my grade level or who teach the same course
    b. Teachers of my subject at other grade levels
    c. Teachers who formerly taught my course
    d. Teachers who taught my students in the past
    e. Other (Please specify)

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

    Response options: Not enough, Minimal, Some, Adequate

    a. Common time for collaboration with other teachers during the school day
    b. Paid time for collaboration with other teachers outside regular work hours
    c. Resources and materials available during collaboration
    d. Staff expertise available during collaboration (e.g., instructional coaches)
    e. Administrative support for collaboration

12. Did you use any of the following supports for professional learning?

    Response Options: I used this support; Support was available but I did not use it; Support was not available; I don't know if support was available

    a. Release time from teaching (such as regular teaching responsibilities temporarily assigned to someone else)
    b. Scheduled time in the contract year for professional learning (in addition to state-required days)
    c. Stipend for professional learning activities that take place outside regular work hours

d. Stipend for teachers working on providing professional learning for their colleagues
e. Full or partial reimbursement of college tuition
f. Reimbursement for conference or workshop fees
g. Reimbursement for travel and/or daily expenses to attend conferences or workshops
h. Release time to deliver professional learning at regional, state and national levels
i. Personalized coaching support following professional learning
j. Personalized mentoring support following professional learning
k. Follow-up discussions during professional learning communities
l. Administrator support and feedback following professional learning
m. Online educator forums offered by or through my school or district to share experiences following professional learning
n. Other (Please specify)