

## 2015 Tennessee Educator Survey

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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 are able to complete their portion of the survey in 15 – 20 minutes.

Data from modules will only be published at the state level due to the randomization process.

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# File Organization and Variable List

## Randomization process

- The sort order run immediately prior to the randomization process is shown below. Note that limiting to individuals in CODE only occurred AFTER the version assignment. Due to the sorting structure, the vast majority of these individuals who were NOT included in the provided frame are at the beginning of the file. In other words, the disproportionality of missing *sortorder* among earlier numbers is by design.
  - Identified as a teacher in CODE
  - Listed as a principal in CODE
  - Listed as an assistant principal in CODE
  - CORE region
  - District number assigned by TDOE
  - Tier (i.e. A recoding of grade levels from a school directory extract. Possible options: K-5; 5-8 or 7-8; 9-12; K-8; K-12; Other; District Staff)
  - School Quartile for Free and Reduced Priced Lunch Eligibility (by Percentage within school)
  - Unique School ID
  - Math or ELA Teacher
  - Years Experience (i.e. 0 - 3 ; 4 - 6; 7 - 10; 11 - 17 ; 18 - 25; 26 - hi )
  - random (a randomly generated number)

## Variable List

Variable Name	Format	Description
Participants	String	Describes who took the survey. Randomly Assigned Teachers or Administrators
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. "TM" refers to the Teacher Module items and "AM" refers to the Administrator Module items.
District Name	String	District name
School Name	String	School name
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."
Percent Option X	Numeric/ String	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.
District Number	Numeric	District Number
School Number	Numeric	School Number

## 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;*
- *Administrators branch to Administrator Core;*
- *Certified support staff (Coaches, Counselors, Psychologists, Social Workers, Audiologists, Speech/Language Pathologists, and Librarian/Library Media Specialists) branch to the Support Staff Core;*
- *Central office staff members and those who work across multiple schools branch to the District Core.*

*Once participants respond to Core questions, they are directed to a randomly assigned module. (Teacher modules begin on page 6; administrator modules begin on page 23.)*

# Teacher Modules

## Teacher Module D: Data and Digital

TM\_D1. In general, how frequently do you receive or generate the following types of information about the performance of your students?

	Never	Once a Year	A Few Times Per Year	Approximately Monthly	A Few Times Per Month	Approximately Weekly	A Few Times Per Week	At Least Daily
a. Scores on assessments in Mathematics or Language Arts	1	2	3	4	5	6	7	8
b. Scores on assessments in subjects other than Mathematics or Language Arts	1	2	3	4	5	6	7	8
c. Information about student performance on specific concepts or skills	1	2	3	4	5	6	7	8
d. Identification of specific students who need extra assistance	1	2	3	4	5	6	7	8
e. Identification of specific students who have achieved mastery	1	2	3	4	5	6	7	8
f. Non-achievement outcomes (for example, student behavior, attitudes, or motivation)	1	2	3	4	5	6	7	8

TM\_D2. This year, to what extent have you used *student achievement/mastery data* for each of the following purposes? (Consider data provided by instructional software, interim assessments or quizzes, unit or end of course tests, state accountability tests, district benchmark or interim tests, and other standardized tests.) If the activity is something that your school doesn't do (for example, if you never tailor the pace of instruction), please mark "My school doesn't do this."

	My School Does Not Do This	Did Not Use Data For This At All	Used Data To A Small Extent	Used Data To A Moderate Extent	Used Data To A Large Extent
a. Tailoring the <i>pace</i> of instruction to individual students' needs	1	2	3	4	5
b. Tailoring the <i>content</i> of instruction to individual students' needs	1	2	3	4	5
c. Developing recommendations for tutoring or other educational support services for particular students	1	2	3	4	5
d. Assigning or reassigning students to groups within my class(es)	1	2	3	4	5
e. Assigning students to extended learning opportunities (e.g. extended-day programs, Saturday classes, or an extended school year)	1	2	3	4	5
f. Assigning students to college courses	1	2	3	4	5
g. Identifying topics requiring more or less emphasis in instruction	1	2	3	4	5
h. Identifying areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4	5
i. Reflecting on and discussing teaching and learning with other teachers	1	2	3	4	5
j. Reflecting on and discussing learning with my students	1	2	3	4	5
k. Providing college/career advice or guidance	1	2	3	4	5

TM\_D3. Does your school use frequently-updated, shared documents, either paper or electronic (such as learner profiles and learning plans), to document each student's strengths, weaknesses, and goals along with individualized plans to accomplish those goals? (Select one)

- a. Yes (Continue)
- b. No (Skip the next question)

TM\_D4. Do your school's learner profiles or learning plans have these attributes? (By learner profiles and learning plans, we mean documents about student strengths, weaknesses, and goals, and individualized plans to accomplish those goals.) These documents...

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent
a. Exist for every student	1	2	3	4
b. Are frequently updated to incorporate new information	1	2	3	4
c. Summarize the student's strengths, weaknesses, and progress, drawing on multiple sources of information, including standardized tests and other information	1	2	3	4
d. Summarize the student's goals, interests, and aspirations	1	2	3	4
e. Set forth a personalized plan for students to accomplish instructional goals	1	2	3	4
f. Are routinely accessed/updated by teachers	1	2	3	4
g. Are routinely accessed/updated by students	1	2	3	4
h. Are routinely accessed/updated by parents or guardians	1	2	3	4

TM\_D5. During the 2014-15 school year, how often did you use the following types of digital tools with your students for core instruction?

	Not At All	Less Than Once A Week	About Once A Week	2-3 Times A Week	Almost Every Day
a. Digital exercises/assessments	1	2	3	4	5
b. Digital text (such as on-line textbooks)	1	2	3	4	5
c. Digital support tools (such as Excel, Google Docs)	1	2	3	4	5
d. Digital games	1	2	3	4	5
e. Digital tutorials and/or lessons, including video	1	2	3	4	5
f. Search/discovery tools (such as Google)	1	2	3	4	5

TM\_D6. List the 3 digital tools that you most frequently have your students use for core instruction.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

TM\_D7. For which instructional purposes did you use digital tools in your classroom during the 2014-15 school year? (Select all that apply)

- a. Did not use digital tools
- b. Delivering instruction directly to students
- c. Diagnosing student learning needs
- d. Varying the delivery method of instruction
- e. Tailoring the learning experience to meet individual student needs
- f. Supporting student collaboration and providing interactive experiences
- g. Fostering independent practice of specific skills
- h. Other (*Please specify*) \_\_\_\_\_

TM\_D8. Which of the following methods did you use to locate the digital instructional tool(s) you use in your classroom? (Select all that apply)

- a. I did not use digital tools.
- b. My school or district provided me with the tool(s).
- c. Another teacher recommended the tool(s) and/or helped me access the tool(s).
- d. I attended a district professional development session or other training on the tool(s).
- e. I found the tool(s) through independent workshops, trainings and/or meetings.
- f. I found the tool(s) online through Graphite, EdSurge, or other product review sites.
- g. I found the tool online through Google or other Internet searches.
- h. I found the tool online through Pinterest.
- i. Other (*Please specify*) \_\_\_\_\_

TM\_D9. Please indicate your agreement with the following statements about your use of digital instructional tools.

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. My students are more engaged when I use digital instructional tools.	1	2	3	4	5
b. My students work harder when I use digital instructional tools.	1	2	3	4	5
c. My students learn more when I use digital instructional tools.	1	2	3	4	5

## Teacher Module E: Evaluation

TM\_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

TM\_E2. As part of your overall evaluation rating this school year, how often were you...

	How often? (Select one)			
	Never	Once	2 to 3 Times	4 or More Times
a. Observed teaching your class?	1	2	3	4
b. Given feedback on your teaching?	1	2	3	4

TM\_E3. As part of your overall evaluation rating this school year, who observed you teaching your class? (Select all that apply)

- a. Colleague/Peer
- b. Mentor/Coach
- c. Administrator

TM\_E4. As part of your overall evaluation rating this school year, who has given you feedback on your teaching? (Select all that apply)

- a. Colleague/Peer
- b. Mentor/Coach
- c. Administrator

- TM\_E5. Which of the following sentences best describes the usefulness of the feedback you received from your overall evaluation rating? (Select one)
- a. I did not receive informal feedback.
  - b. I did not change the way I plan and/or teach.
  - c. I made some changes to the way I plan and/or teach.
  - d. I made major changes to the way I plan and/or teach.
  - e. The feedback I received was too confusing or contradictory to inform the way I plan and/or teach

- TM\_E6. What are the purposes of the teacher evaluation system? (Select all that apply)
- a. Assessing my needs
  - b. Aligning my practices with students' needs
  - c. Aligning instruction with state assessments
  - d. Assessing my subject area/content knowledge
  - e. Assessing my knowledge of key subject-area skills and strategies
  - f. Assessing my knowledge of pedagogy and techniques
  - g. Assessing my knowledge providing feedback to students
  - h. Assessing my knowledge of assessment techniques
  - i. Compliance with state policies
  - j. Other (*Please specify*) \_\_\_\_\_

TM\_E7. 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

TM\_E8. 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

TM\_Eg. Please report on your view of the overall burden of the teacher evaluation process. (Select one)



## Teacher Module S: Standards

TM\_S1. Which of the following supports for implementing Tennessee State Standards do you find helpful?

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful
a. Curriculum resources aligned to the current Tennessee State Standards	1	2	3	4
b. Textbooks aligned to the Tennessee State Standards	1	2	3	4
c. Formative or diagnostic assessments aligned to the Tennessee State Standards	1	2	3	4
d. Digital tools (on-line textbooks, webinars, on-line communities, applications/apps, etc.)	1	2	3	4
e. Information about how Tennessee State Standards change what is expected of teacher's instructional practices	1	2	3	4
f. Information about how Tennessee State Standards change what is expected of students	1	2	3	4
g. Information about how to strengthen my instructional practices	1	2	3	4
h. Professional development on the Tennessee State Standards	1	2	3	4

TM\_S2. Please indicate the usefulness of activities that you participated in during the 2014-2015 school year (including the summer of 2014).

	Did Not Participate In The Activity	Not Useful	Somewhat Useful	Useful	Highly Useful
a. Sessions, workshops or meetings on aligning the teacher evaluation system to the teacher professional development program	1	2	3	4	5
b. Sessions, workshops or meetings on aligning the teacher evaluation system to Tennessee State Standards	1	2	3	4	5
c. Sessions, workshops or meetings on aligning the teacher professional development program to Tennessee State Standards	1	2	3	4	5

TM\_S3. Please indicate your agreement with the following statements about the resources and support you received for implementing your current Tennessee State Standards.

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. I have adequate time to successfully implement the current Tennessee State Standards.	1	2	3	4	5
b. My school administrators have sufficient expertise, or access to experts, to support my implementation of the Tennessee State Standards.	1	2	3	4	5

## Teacher Module A: Assessment

This section of the survey solicits your perceptions and experiences with different types of assessments. These assessment types are defined below.

Statewide Standardized Exams – Assessments mandated by state law and/or the Tennessee Department of Education (e.g. TCAP or EOC)

Benchmark Assessments (either district or vendor created) – Assessments intended to monitor students’ progress toward meeting grade level or course expectations in one or more subjects. These assessments generally are administered at regular intervals during the school year.

Other General Assessments – Any other general assessment your district or school administers, for example the DIBELS reading exam for young children, EXPLORE/PLAN/ACT, etc.

Teacher Developed Assessments – Student quizzes, tests, and assignments that teachers created. Tests or quizzes constructed by teachers using test item banks or items and / or homework assignments from teacher editions of textbooks also should be considered teacher-developed assessments.

Embedded Informal Assessments – Questions asked and activities completed as a regular part of instruction that allow students to demonstrate their grasp of material without completing a scored test, quiz, or other assignment.

Which types of assessments were used for which purposes? (Mark each that applies.)

	Statewide Standardized Exams	Benchmark Assessments	Other General Assessments	Teacher Developed Assessments	Embedded Informal Assessments
TM_A1. Determine my students’ knowledge before beginning instruction	a	b	c	d	e
TM_A2. Identify topics requiring more or less emphasis in instruction	a	b	c	d	e
TM_A3. Set learning goals for individual students	a	b	c	d	e
TM_A4. Assign or reassign students to groups within my class	a	b	c	d	e
TM_A5. Identify individual students who need additional assistance	a	b	c	d	e
TM_A6. Develop recommendations for tutoring or other educational support services	a	b	c	d	e
TM_A7. Determine my students’ progress toward district benchmarks	a	b	c	d	e
TM_A8. Determine my students’ progress toward standards	a	b	c	d	e

TM_A9. Assign student grades	a	b	c	d	e
TM_A10. Communicate student progress to parents	a	b	c	d	e
TM_A11. Identify areas where I need to strengthen my content knowledge or teaching skills	a	b	c	d	e
TM_A12. Discuss teaching and learning with my teaching team or other teachers, coaches, etc.	a	b	c	d	e

TM\_A13. Approximately how many hours during this school year (2014-2015) do you estimate your students spend on each of the following types of assessments in your classroom?

	None	1 to 3 Hours	4 to 7 Hours	8 to 14 Hours	15-25 Hours	More than 25 Hours
a. Statewide standardized exams	1	2	3	4	5	6
b. Benchmark assessments	1	2	3	4	5	6
c. Other general assessments	1	2	3	4	5	6
d. Teacher developed assessments	1	2	3	4	5	6
e. Embedded informal assessments	1	2	3	4	5	6

TM\_A14. How much time did your typical student spend this year preparing for state assessments (e.g. taking practice tests, learning test-taking strategies, reviewing sample questions)?

- a. Fewer than 5 class periods
- b. 5-10 class periods
- c. 10-20 class periods
- d. More than 20 class periods

TM\_A15. How much influence does each of the following have in deciding how you prepare students for state assessments?

	Little or no Influence	Some Influence	A Great Deal of Influence
a. District superintendent	1	2	3
b. School principal	1	2	3
c. My department head or my team	1	2	3
d. Myself	1	2	3

TM\_A16. Please indicate whether you agree or disagree with the following statements concerning statewide standardized exams.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I spend too much instructional time helping students prepare for statewide standardized exams.	1	2	3	4
b. My students spend too much time taking statewide standardized exams.	1	2	3	4
c. Overall, the benefits to my students from statewide standardized exams are worth the investment of time and effort.	1	2	3	4
d. I understand how to use results from statewide standardized exams to improve my teaching.	1	2	3	4
e. The results of statewide standardized exams help me to determine if my students are gaining the skills and knowledge necessary to meet the state standards.	1	2	3	4

TM\_A17. Please indicate whether you agree or disagree with the following statements concerning benchmark and other district-required assessments.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I spend too much instructional time helping students prepare for benchmark assessments.	1	2	3	4
b. My students spend too much time taking benchmark assessments.	1	2	3	4
c. Overall, the benefits to my students from benchmark assessments are worth the investment of time and effort.	1	2	3	4
d. I understand how to use results from benchmark assessments to improve my teaching.	1	2	3	4
e. The results of benchmark assessments help me to determine if my students are gaining the skills and knowledge necessary to meet the state standards.	1	2	3	4

TM\_A18. How helpful are data from each of the following types of assessments in guiding your instructional decisions?

	Not Helpful	Somewhat Helpful	Very Helpful
a. Statewide standardized exams	1	2	3
b. Benchmark assessments	1	2	3
c. Other general assessments	1	2	3
d. Teacher developed assessments	1	2	3
e. Embedded informal assessments	1	2	3

*Individuals who respond "Not Helpful" to the previous question answer the question below.*

If these data are not helpful, why not?

	Content of exam is not well aligned with curriculum I teach	I don't have the expertise to analyze this type of data	I have too many students and teaching responsibilities to spend time analyzing data	Data from this type of assessment don't tell me anything I can't learn from other sources	Results from this type of assessment are not received in a timely manner	Results from this type of assessment are not broken out in sufficient detail
TM_A19. Statewide standardized exams	a	b	c	d	e	f
TM_A20. Benchmark assessments	a	b	c	d	e	f
TM_A21. Other general assessments	a	b	c	d	e	f
TM_A22. Teacher developed assessments	a	b	c	d	e	f
TM_A23. Embedded informal assessments	a	b	c	d	e	f

## Teacher Module P: Professional Learning

TM\_P1. During the 2014-15 school year (including summer 2014), how often did you participate in each of the following activities with other teachers at your school?

	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	1	2	3	4	5	6
b. Worked with other teachers to develop materials or activities for particular classes	1	2	3	4	5	6
c. Reviewed student assessment data with other teachers to make instructional decisions	1	2	3	4	5	6
d. Observed another teacher's classroom to get ideas for your own instruction or to offer feedback	1	2	3	4	5	6
e. Met with team of teachers: subject area, grade level or interdisciplinary teams	1	2	3	4	5	6
f. Met with the whole faculty at my school	1	2	3	4	5	6

TM\_P2. Please indicate to what extent you changed the way you plan and/or teach after engaging in the following activities with other teachers at your school?

	I did not change the way I plan and/or teach	I made small changes to the way I plan and/or teach	I made major changes to the way I plan and/or teach	I did not engage in this activity with other teachers at my school
a. Met with other teachers to discuss standards, instruction, and/or student learning	1	2	3	4
b. Worked with other teachers to develop materials or activities for particular classes	1	2	3	4
c. Reviewed student assessment data with other teachers to make instructional decisions	1	2	3	4
d. Observed another teacher's classroom to get ideas for your own instruction or to offer feedback	1	2	3	4
e. Met with team of teachers: subject area, grade level or interdisciplinary teams	1	2	3	4
f. Met with the whole faculty at my school	1	2	3	4

TM\_P3. With whom did you collaborate? (*Select one*)

- 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. Others (please specify) \_\_\_\_\_

TM\_P4. How would you rate the amount of each of the following resources in your school?

	Not Enough	Minimal	Some	Adequate
a. Time for collaboration with other teachers	1	2	3	4
b. Resources or staff expertise available during collaboration (e.g. instructional coaches)	1	2	3	4
c. Administrative support for collaboration	1	2	3	4

TM\_P5. During the 2014-2015 school year (including summer 2014), which of the following professional development activities did you participate in?

	Not Available	Available but did not Participate	Participated In
a. State-run trainings	1	2	3
b. Workshops, seminars, institutes or conferences organized by your school or district	1	2	3
c. Utilized online professional development resources (e.g. webinars, videos, online articles, etc.) offered by or through your district	1	2	3
d. Attended conferences organized by local, regional, or national education organizations	1	2	3
e. Took graduate courses in education and/or your subject area	1	2	3
f. Professional learning communities or other discussion groups	1	2	3
g. Coaching/mentoring	1	2	3

TM\_P6. Were you offered any of the following supports to encourage your participation in professional development activities?

	Yes	No	Do Not Know
a. Release time from teaching (i.e. 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	1	2	3

TM\_P7. How many total hours of professional learning have you pursued this year in the following areas?

	None	1-5 Hours	6-20 Hours	21-40 Hours	More than 40 Hours
a. Pedagogy: Strategies for teaching my subject(s)	1	2	3	4	5
b. Content: In-depth study of topics in my subjects	1	2	3	4	5
c. Preparing students to take the TCAP	1	2	3	4	5
d. Preparing students to take the CRA and/or writing assessments	1	2	3	4	5
e. Analyzing and interpreting student assessment results	1	2	3	4	5
f. Classroom organization	1	2	3	4	5
g. Teaching special student populations (e.g, English language learners and students with disabilities)	1	2	3	4	5
h. Addressing students' socio-emotional development and/or behavior management	1	2	3	4	5
i. Reviewing standards and curriculum to determine learning outcomes for my students	1	2	3	4	5

For each question within the following matrix, respondents answer only if they indicated in TM-P7 that they had more than zero hours of professional development (anything other than "None").

TM\_P8. How helpful has this professional learning been in improving your teaching?

	Did Not Help me Improve my Teaching	Helped me Improve a Little	Helped me Improve a Lot
a. Pedagogy: Strategies for teaching my subject(s)	1	2	3
b. Content: In-depth study of topics in my subjects	1	2	3
c. Preparing students to take the TCAP	1	2	3
d. Preparing students to take the CRA and/or writing assessments	1	2	3
e. Analyzing and interpreting student assessment results	1	2	3
f. Classroom organization	1	2	3
g. Teaching special student populations (e.g, English language learners and students with disabilities)	1	2	3
h. Addressing students' socio-emotional development and/or behavior management	1	2	3
i. Reviewing standards and curriculum to determine learning outcomes for my students	1	2	3

# Administrator Modules

## Administrator Module D: Data and Digital

AM\_D1. Which of the following types of information on individual students are included in your school's electronic database system? (Select all that apply)

- a. Grades/scores on student work (including homework)
- b. Grades/scores on quizzes or tests
- c. Level of proficiency on content standards
- d. Performance on state tests
- e. Performance on digital content/curriculum
- f. Performance on standardized interim, benchmark, or formative assessments
- g. Student goals
- h. Student portfolios
- i. Student interests
- j. Special education data
- k. Academic information from previous years
- l. Attendance
- m. Lateness/tardiness
- n. Behavior data
- o. None of the above

AM\_D2. How many different electronic systems do you use to access any of the above data?

- a. 1
- b. 2-3
- c. 4 or more
- d. None

AM\_D3. How frequently is new data added to the system(s)? (If you use more than one system, please respond for the system that is updated most frequently.) (Select one)

- a. Daily
- b. Weekly
- c. Monthly
- d. A few times per year
- e. Annually
- f. Other (*specify*) \_\_\_\_\_

AM\_D4. Which of the following statements best describes how digital instructional tools are used in the classrooms in your school? (Select one)

- a. My school has a policy that requires that teachers use digital instructional tools in the classroom.
- b. Teachers are encouraged to use digital instructional tools in the classroom, but there is no school policy requiring them to do so.
- c. Teachers are not required nor encouraged to use digital instructional tools in the classroom.
- d. Other (*specify*) \_\_\_\_\_

AM\_D5. Does your school have regulations about any of the following to guide teachers' use of digital instructional tools are used in the classroom? (Select all that apply)

- a. Data privacy and security rules
- b. Restrictions on content and sites that can be accessed
- c. Rules about when to use digital instructional tools for learning versus for entertainment
- d. Bring-your-own device rules
- e. None
- f. Other (*specify*) \_\_\_\_\_

AM\_D6. Does your district actively support the use of digital instructional tools in your school's classrooms?

- a. Yes
- b. No
- c. Not sure

AM\_D7. If yes to question D6, 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 (*specify*) \_\_\_\_\_

AM\_D8. Indicate the degree to which teachers in your school are implementing each of the following strategies.

	Tool Is Not Available	Rarely Or Not At All	Occasionally (Once Or Twice A Marking Period)	Regularly (About Once A Week)	Frequently (More Than Once A Week)	Do Not Know
a. Digital content in Mathematics	1	2	3	4	5	6
b. Digital content in English/Language Arts	1	2	3	4	5	6
c. Digital content in other subject areas	1	2	3	4	5	6
d. Computer-based assessments in Mathematics	1	2	3	4	5	6
e. Computer-based assessment in English/ Language Arts	1	2	3	4	5	6
f. Computer-based assessment in other subject areas	1	2	3	4	5	6
g. Computers/tablets for all students (1:1 initiative)	1	2	3	4	5	6
h. Computers/tablets for some students (at least 1 device per 3 students)	1	2	3	4	5	6
i. Computer labs	1	2	3	4	5	6
j. Bring your own device (BYOD)	1	2	3	4	5	6
k. Project-based learning	1	2	3	4	5	6
l. Proficiency-based progression	1	2	3	4	5	6
m. Standards-based grading and report cards	1	2	3	4	5	6

## Administrator Module E: Evaluation

AM\_E1. Indicate your agreement with the following statements about the teacher evaluation system in your district. The teacher evaluation system...

	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 my school.	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

AM\_E2. What are the purposes of the teacher evaluation system? (Select all that apply)

- a. Assessing teacher needs
- b. Aligning teacher practices with student needs
- c. Aligning instruction with state assessments
- d. Assessing teacher subject area/content knowledge
- e. Assessing teacher knowledge of key subject-area skills and strategies
- f. Assessing teacher knowledge of pedagogy and techniques
- g. Assessing teacher knowledge of student feedback
- h. Assessing teacher knowledge of assessment techniques
- i. Compliance with state policies
- j. Other (*specify*) \_\_\_\_\_

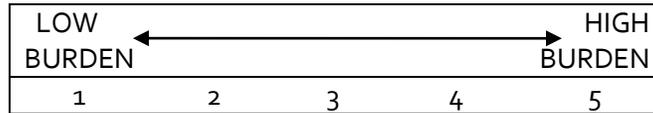
AM\_E3. Please indicate the extent to which results from teacher evaluation ratings in your school are used for the following purposes.

	Not at All	To a Small Extent	To a Moderate Extent	To a Large Extent	Do Not Know
a. To identify areas in which teachers need professional development	1	2	3	4	5
b. To determine whether particular teachers receive (or keep) tenure (or some other continuing right to their job that cannot be revoked without due process)	1	2	3	4	5
c. To determine whether teachers receive a monetary bonus on top of their salary, a salary increase, or promotion to a higher level	1	2	3	4	5
d. To assign teachers to classes/students (within the school)	1	2	3	4	5
e. To provide information to parents and/or the general public about the quality of teaching at my school as a whole	1	2	3	4	5
f. To determine whether teachers enter into some type of probationary status (employee improvement plan, etc.)	1	2	3	4	5

AM\_E4. Indicate your agreement with the following statements about the teacher evaluation system used in your school district.

	Dis-agree	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. Existing 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 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

AM\_E5. Please report on your view of the overall burden on PRINCIPALS AND OTHER ADMINISTRATORS related to the implementation of the teacher evaluation process.



AM\_E6. Please report on your view of the overall burden on TEACHERS related to the implementation of the teacher evaluation process.



AM\_E7. Indicate your agreement with the following statements about time related to implementing the teacher evaluation system.

	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree
a. Time spent on tasks related to the teacher evaluation system inhibits my performance on other tasks.	1	2	3	4	5
b. Time spent on tasks related to the teacher evaluation system is valuable and worthwhile.	1	2	3	4	5

AM\_E8. Please rate the extent to which your district and/or state has provided your school with specific types of support for implementing the teacher evaluation system. (Please think about the support received for participation in the teacher evaluation system over the course of the entire school year.)

	No Support	Little Support	Adequate Support	Strong Support
a. Leadership support (such as key information and guidance)	1	2	3	4
b. Time (such as time to complete evaluation materials)	1	2	3	4
c. Materials (such as guidelines to facilitate the process and programs to record evaluation data)	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

## Administrator Module P: Professional Learning

AM\_P1. We are interested in your assessment of the resources teachers in your school had for collaborating with colleagues during the 2014-2015 school year. How would you rate the adequacy of each of the following resources?

	None	Minimal	Some	Adequate
a. Time for collaboration among teachers	1	2	3	4
b. Materials provided to teachers for collaboration	1	2	3	4
c. Expertise available to teachers for collaboration (such as instructional coaches or other staff support)	1	2	3	4
d. Administrative support provided to teachers for collaboration	1	2	3	4

AM\_P2. During the 2014-2015 school year (including summer 2014), how often did the following occur when teachers collaborated with other teachers at your school? (Collaboration includes all structured or planned activities when you met with colleagues to discuss curriculum, instruction, assessments, students and/or any other aspect of your job.)

	Never	About Once A Semester Or Less	About Once A Month	About Two Or Three Times A Month	About Once A Week	More Than Once A Week
a. Administrators provided teachers with expertise and guidance when collaborating with peers	1	2	3	4	5	6
b. Administrators provided teachers with materials, tools, or equipment that helped them collaborate with peers more effectively	1	2	3	4	5	6
c. Administrators participated in teacher collaboration meetings or activities	1	2	3	4	5	6

AM\_P3. Are teachers at your school offered any of the following supports to encourage their participation in professional development activities?

	Yes	No	Don't 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

AM\_P4. To what extent did each of the following factors influence your thinking and decisions about teachers' professional development during the 2014-2015 school year (including summer 2014)?

	Not At All	Small Extent	Moderate Extent	Large Extent
a. Observations of classroom practice	1	2	3	4
b. Student assessment data	1	2	3	4
c. Overall teacher effectiveness ratings	1	2	3	4
d. Conversations with or input from my teachers	1	2	3	4
e. Input from students	1	2	3	4
f. Input from parents	1	2	3	4
g. Input from district staff	1	2	3	4
h. Input from other school administrators	1	2	3	4
i. Input from teacher leaders, mentors, or coaches	1	2	3	4

AM\_P5. Indicate your degree of agreement with the following statements about all the professional development activities that were offered to your teachers during the 2014-2015 school year (including summer 2014). The professional development activities...

	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 teacher classroom instruction.	1	2	3	4	5
d. Helped teachers improve in their teaching toward the current 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
f. Were well aligned with the Tennessee State Standards and/or the curriculum based on these standards.	1	2	3	4	5
g. Were designed to address needs revealed by analysis of student performance on assessments.	1	2	3	4	5

AM\_P6. 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	Do Not 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

AM\_P7. How successful do you feel your district was in engaging in the following with teachers during the 2014-2015 school year (including summer 2014)?

	Unsuccessful	Somewhat Unsuccessful	Neither Unsuccessful Nor Successful	Somewhat Successful	Successful
a. Identifying the professional development needs of groups of teachers or staff as a whole	1	2	3	4	5
b. Identifying the professional development needs of individual teachers	1	2	3	4	5
c. Ensuring that teachers receive support for the Tennessee State Standards they have not yet mastered	1	2	3	4	5

Which of these follow-up activities *regularly* occur after teachers in your school participate in these professional development activities?

	School provides an opportunity for them to share what they learned with other teachers	School leaders assess the impact of the professional development activity on teachers' instructional practice	School provides feedback to persons who presented or sponsored the PD activity
AM_P8. State-run training sessions on state standards & assessments	a	b	c
AM_P9. Workshops, seminars, institutes or conferences organized by your school or district	a	b	c
AM_P10. Graduate courses available in your district or at nearby locations	a	b	c
AM_P11. Online professional development resources (i.e., webinars videos, online articles, etc.) offered by or through your district	a	b	c

## Administrator Module S: Standards

AM\_S1. Which of the following supports for implementing the Tennessee State Standards do you find helpful?

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful
a. Curriculum resources aligned to the Tennessee State Standards	1	2	3	4
b. Textbooks aligned to the Tennessee State Standards	1	2	3	4
c. Formative or diagnostic assessments aligned to the Tennessee State Standards	1	2	3	4
d. Digital tools (on-line textbooks, webinars, on-line communities, applications/apps, etc.)	1	2	3	4
e. Information about how the standards change what is expected of teacher instructional practices	1	2	3	4
f. Information about how the standards change what is expected of students	1	2	3	4
g. Professional development on the Tennessee State Standards	1	2	3	4

AM\_S2. Do you think the Tennessee State Standards have a positive or negative impact on each of the following?

	Negative Impact	Somewhat Negative Impact	Neutral - No Impact	Somewhat Positive Impact	Positive Impact
a. Consistency in learning goals for students from school to school	1	2	3	4	5
b. Degree to which students will be prepared for careers	1	2	3	4	5
c. Degree to which students will be prepared for college	1	2	3	4	5
d. Overall quality of the education your students receive	1	2	3	4	5

- AM\_S3. Which of the following steps have you taken to implement the current state standards? (Select all that apply)
- a. Adjusted our school improvement priorities to accommodate the Tennessee State Standards
  - b. Created a leadership plan for the implementation of the Tennessee State Standards
  - c. Convened departmental and/or grade-level groups to learn about the Tennessee State Standards
  - d. Sent school staff to professional development sessions on the Tennessee State Standards
  - e. Other (*specify*) \_\_\_\_\_