

2015 TENNESSEE EDUCATOR SURVEY

ADMINISTRATOR CORE 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.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 Administrator Core Survey follows this introduction. 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

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 - ADMINISTRATOR CORE

ADMINISTRATOR CORE: School Climate

1. 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 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
f. Teachers believe that they are collaborative stakeholders in major school decisions.	1	2	3	4

2. 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

ADMINISTRATOR CORE: Roles and Responsibilities

3. 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

4. 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

5. Do you have any role in hiring new teachers for your school?
- Yes - continue to Q6
 - No - skip Q6
6. Please select the top three characteristics you consider when hiring new teachers. [*Select three*]
- Ratings from district Human Resources office
 - Prior evaluation scores
 - Previous teaching experience
 - Intelligence
 - Enthusiasm
 - Content knowledge
 - Graduate of prestigious institution
 - Willingness to take on extra duties
 - Shared racial background with students
 - Knowledge of local curricula and assessments
 - Teaching proficiency demonstrated in sample lesson
 - Other (fill in the blank) _____

ADMINISTRATOR CORE: Collaborative and Instructional Practices

7. 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) _____

8. 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

ADMINISTRATOR CORE: School Instructional and Improvement Practices

9. 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

10. 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

11. 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 CORE: Administrator Evaluation

12. How many times has an evaluator observed you doing your job this school year as part of the administrator evaluation process in your district?
- I have not yet been observed and do not expect to be observed.
 - I have not yet been observed but DO expect to be observed before the end of the year.
 - One time
 - Two times
 - More than two times

Question 13 is asked only if the answer to Q12 is c, d, or e.)

13. 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

14. 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 clearly define what is expected of me as an administrator.	1	2	3	4
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

ADMINISTRATOR CORE: State Initiatives

15. 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
a. I believe that the teacher training provided by the TDOE has proven beneficial.	1	2	3	4
b. I believe that the leadership training provided by the TDOE has proven beneficial.	1	2	3	4

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Students will benefit from the RTI ² framework for intervention.	1	2	3	4

17. 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 provides training for the staff members who will be teaching intervention.	1	2	3	4
e. Our school delivers training to help staff understand the components of the RTI ² framework.	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

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

- Tennessee Department of Education
- TDOE's CORE Offices
- My district
- Other schools in my district
- Other districts
- Teacher-created resources
- Self-created resources
- Other (please specify) _____

19. Is there anything else that you would like to communicate to the Tennessee Department of Education? **(THIS QUESTION FOLLOWS THE ADMINISTRATOR MODULE AND CONCLUDES THE ADMINISTRATOR SURVEY.)**