Tennessee Educator Survey

2025 Overview

A Report from the Tennessee Department of Education

TN Department of Education

WHAT'S INSIDE

Introduction

The Tennessee Educator Survey (TES) is conducted annually in partnership between the Tennessee Department of Education (TDOE) and the Tennessee Education Research Alliance (TERA). The survey provides teachers, administrators, and certified staff the opportunity to share their experiences and perceptions about what is working and what improvements should be made in Tennessee schools. These insights offer policymakers and researchers critical feedback to better meet the needs of teachers and students.

Key topics included in the TES have historically focused on school culture, state standards and assessments, instructional materials, and teacher evaluations, while also including annual questions on timely issues. This report highlights the major takeaways from the 14th annual TES administered in spring 2025 in eight areas: math curriculum and supports, teacher evaluation, early-career teacher supports, teacher retention, student discipline, career and technical education, cell phones, and artificial intelligence.

TDOE aims to set all Tennessee students on a path to success through strategic policies and strong practices.

Visit the TES website to explore survey results at the state, district, and school levels at educatorsurvey.tnk12.gov.

TN Department of Education | TERA TENNESSEE EDUCATION RESEARCH ALLIANCE

About the TES

Administered under a partnership between the department and TERA, the TES is ***the state's most comprehensive tool for gathering input from Tennessee teachers and administrators.*** For over a decade, the TES has provided Tennessee with valuable insight into educator's perceptions of practice, policy, and school climate across the state. The TES is a key initiative in the partnership between TERA and the department. TERA, a research-practice partnership based out of Vanderbilt University, conducts high-quality, rigorous research to encourage evidence-driven decision-making across the department's strategic plan.

The department understands the importance of using evidence-based decisions to close gaps, provide resources for educators, strategically invest in proven initiatives, and accelerate student academic achievement. TERA's research highlights much of the work of the department, including ways to recruit, prepare, support, and retain educators. By utilizing the strong connections and data capabilities of an institution such as Vanderbilt, TERA provides the department with valuable support in administering and collecting TES results.

Survey Data

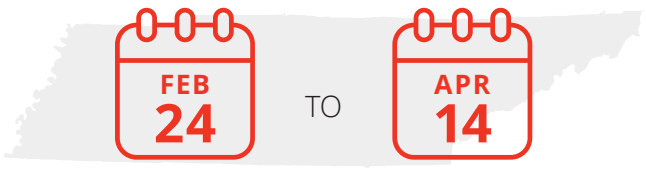
The following analyses use data from the 2025 TES, primarily responses collected from teachers and school leaders. Over half of teachers (N=39,738, 51% response rate) and school leaders (N=2,156, 50% response rate) responded to the survey. One hundred twenty-one (121) districts and 1,056 schools in the state received their district-/school-level data by achieving a 45% response rate.

To account for differential response rates across school type, region, and economically disadvantaged students served, analytic weighting is applied to produce results that are more representative of public school teachers and school leaders in Tennessee.

Responses are analyzed from each section of the survey. The Core modules are given to all respondents, based on the respondents' roles *(Administrators, Certified Support Staff, Counselors, Mental Health Professionals, and Teachers)*. For example, the Teacher Core and Administrator Core are given to all teachers and school leaders, respectively. The Core modules include topics related to school environment, school resources, career shifts and goals, and professional learning. In addition to the Core modules, TES respondents are assigned different survey branches based on their grade level assignment, content area taught, and years of experience. TES teacher branches include Early-Career, Pre-K, ELA curriculum, Math curriculum, Career and Technical Education (CTE), High School/Non-CTE, and Computer Science. Assistant Principals and Principals each take the administrator branch that corresponds to their respective position. Teacher respondents are also randomly assigned to one of three teacher modules: Instruction, Educators, or Student Readiness.

The analyses presented in this report come from the Teacher (N=34,044) and Administrator (N=2,204) Cores, the Math Curriculum Branch (given to teachers who teach math, N=9,809), the CTE Branch (given to CTE teachers, N=2,737), the Early-Career Branch (given to teachers in their first three years of teaching and who have not previously responded to the Early-Career Branch, N=4,689), the Instruction Module (N=9,881), and the Educators Module (N=11,067).

THE 2025 TES WAS CONDUCTED STATEWIDE FROM



39,738
TEACHERS (51%)

completed the TES & provided ***reflections of educators across Tennessee***

+ 2,156
SCHOOL LEADERS (50%)

121
DISTRICTS

1,056
SCHOOLS IN THE STATE

received their ***district-/school-level data***

TES PARTICIPANTS STATS BY BRANCH...

9,809
MATH

2,737
CTE

4,689
EARLY-CAREER

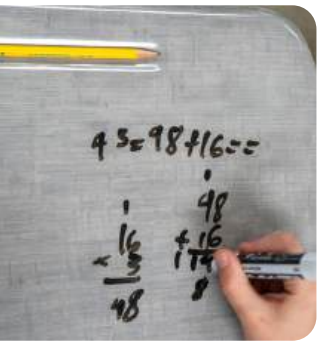
9,881
INSTRUCTION MODULE

11,067
EDUCATORS MODULE

Math Curriculum and Supports

Tennessee has set ambitious goals around math proficiency, and students have made impressive gains in math proficiency on the most recent 2024 National Assessment of Educational Progress (NAEP) and the 2025 TCAP.

Beginning in 2023, the TES included questions for math teachers to collect specific feedback on the math curriculum and related instructional supports. Responses from the TES can inform the state's efforts by providing feedback from teachers on the math curriculum, training, and instructional supports.

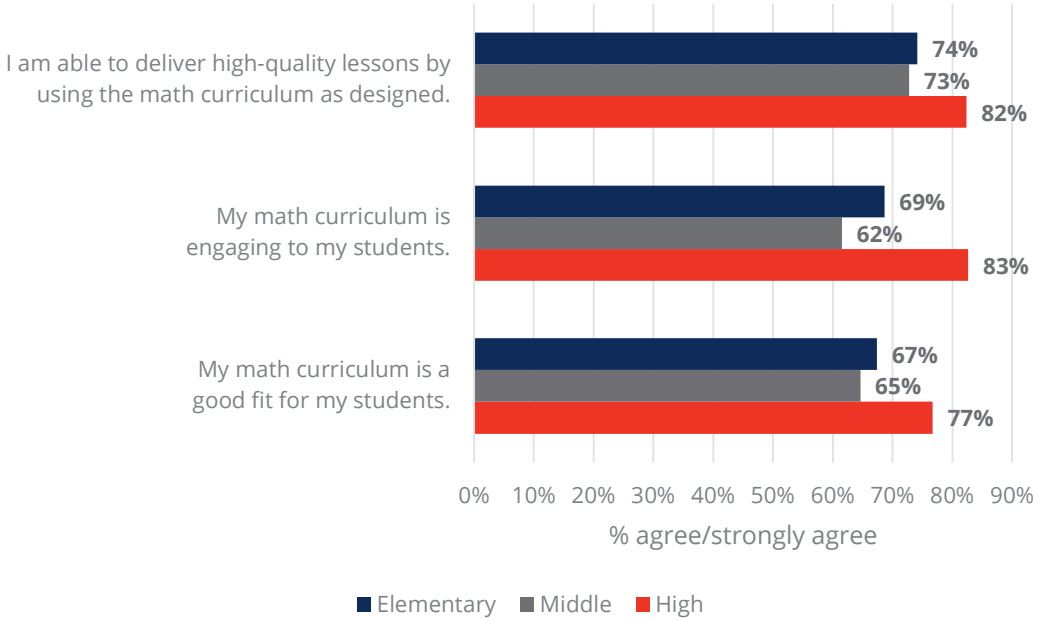


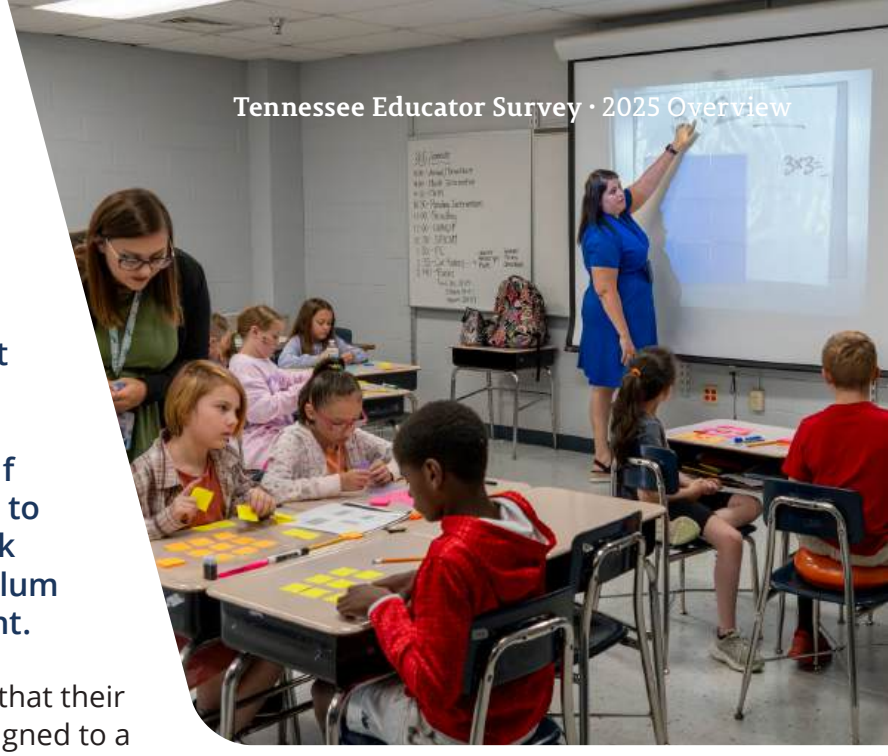
KEY INSIGHT #1

Three out of four math teachers agreed or strongly agreed that they can deliver high-quality lessons using the curriculum as designed. High school math teachers are particularly satisfied with their curriculum.

Math teachers were generally satisfied with the math curriculum used in their school or district. Overall, 74% of math teachers agreed that they can deliver high-quality lessons by using the math curriculum as designed, 68% agreed that the curriculum is engaging to their students, and 67% agreed that the curriculum is a good fit for their students. High school math teachers were particularly satisfied with these aspects of their curriculum, with over 80% agreeing or strongly agreeing that they can deliver high-quality lessons, and that the curriculum is engaging to students. Middle school math teachers are the least likely to agree with these statements about their curriculum.

Think about the math curriculum/instructional materials that are provided by your school or district. Please rate your level of agreement with each statement.

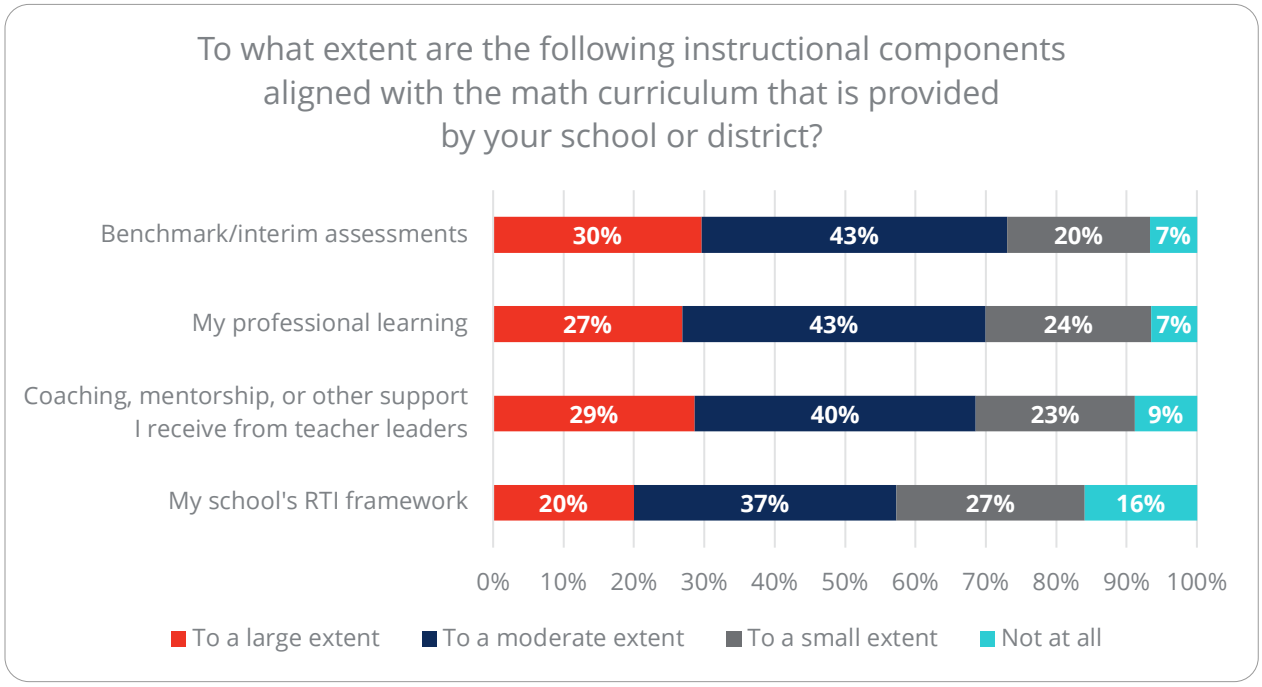


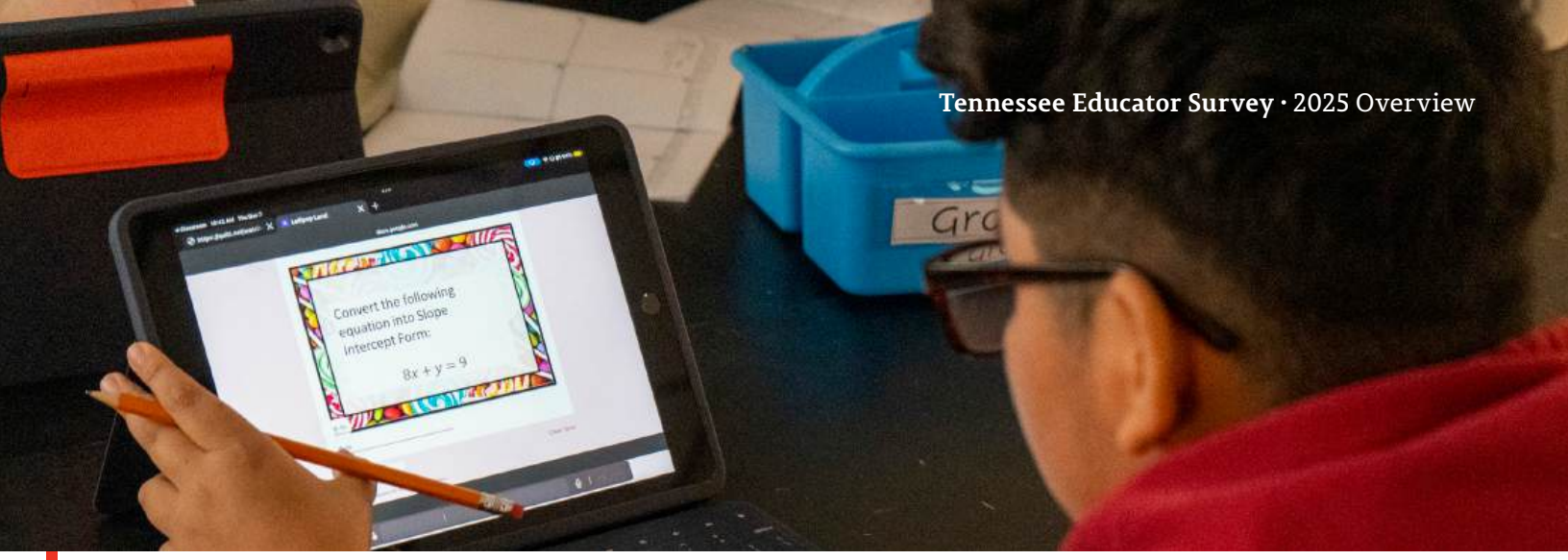


KEY INSIGHT #2

Nearly three-quarters of math teachers reported that district-selected benchmark assessments align well with the curriculum, and over half said their school's Response to Intervention (RTI) framework aligns with the math curriculum to a moderate or large extent.

Overall, 30% of math teachers reported that their school or district's math curriculum is aligned to a large extent with benchmark/interim assessments, and another 43% agreed that the math curriculum is aligned to a moderate extent. Just 7% of math teachers said that the math curriculum was not at all aligned with benchmark/interim assessments. Teachers were similarly satisfied with the alignment between their math curriculum and their professional learning as well as with the coaching, mentorship, or other supports they receive, with about 7 in 10 teachers reporting that the curriculum aligns with these supports to a moderate or large extent. However, fewer teachers (57%) believed that their math curriculum aligns with their school's RTI framework to a moderate or large extent, and 16% of math teachers said the curriculum does not align at all with their school's RTI framework.

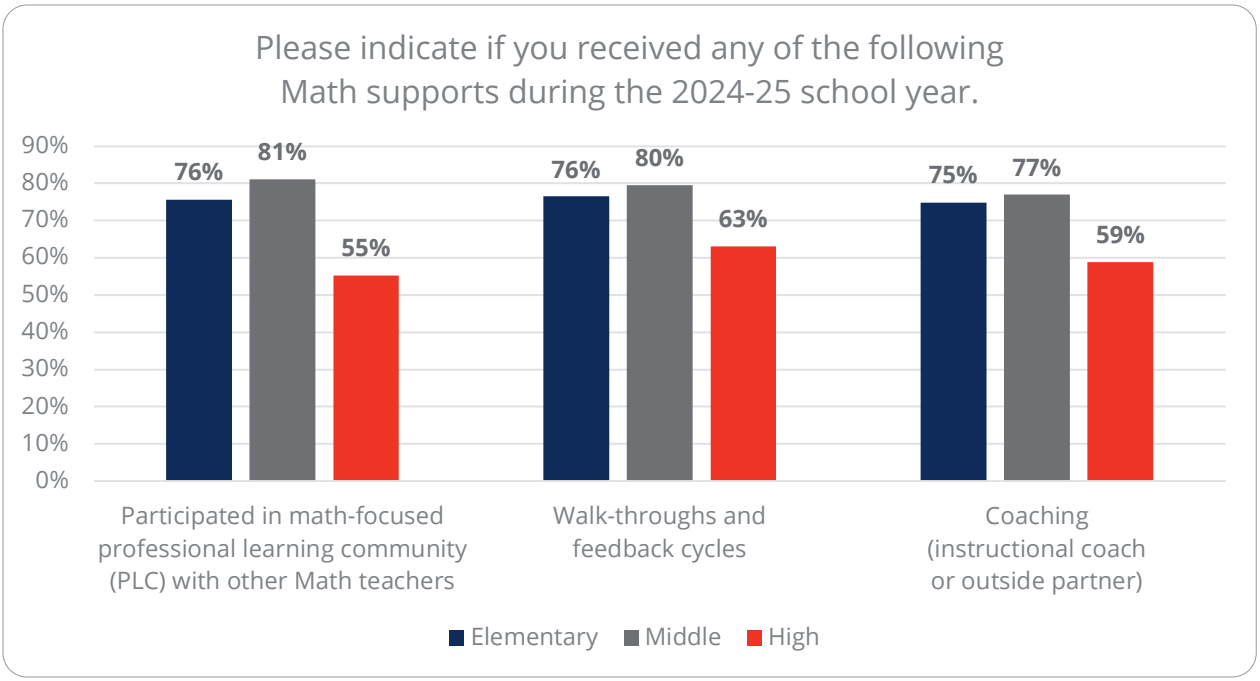




KEY INSIGHT #3

Compared to elementary and middle school math teachers, high school math teachers reported receiving fewer math teaching supports such as math PLCs, coaching, and walk-throughs and feedback cycles.

Overall, about 77% of math teachers said they participated in a math-focused professional learning community (PLC) and received walk-throughs and feedback cycles, and 75% of math teachers said they received coaching from an instructional coach or curriculum specialist at their school or through an outside partner. However, high school math teachers were less likely than elementary and middle school teachers to report receiving these supports. Sixty-three percent (63%) of high school math teachers said they received walk-throughs and feedback cycles, 59% received coaching from an instructional coach or outside partner, and 55% participated in a math-focused PLC. Middle school teachers were the most likely to report receiving each of these supports.



Teacher Evaluation

Tennessee's teacher evaluation has been in place since the 2011-12 school year, when **Tennessee became one of the first states in the nation to implement a comprehensive, student outcomes-based, state-wide educator evaluation system.**

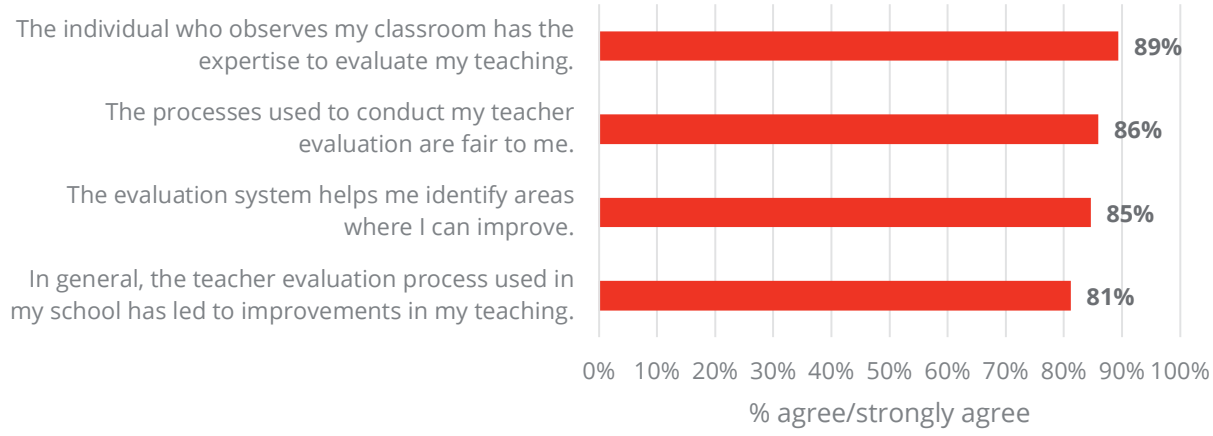
The evaluation process provides frequent observation, feedback, student data reviews, and targeted professional development to support all educators in providing students with high-quality instruction. For just as long, the TES has allowed teachers the opportunity to give feedback on the evaluation system, which helps inform policy changes around Tennessee teacher evaluation.

KEY INSIGHT #1

Over 8 in 10 teachers and 9 in 10 early-career teachers agreed that teacher evaluation helps them improve their teaching.

Approximately 81% of all teachers and 91% of teachers in their first three years of teaching agreed or strongly agreed that the teaching evaluation process has led to improvements in their teaching. Teacher satisfaction was high with various aspects of the evaluation system; 86% of teachers said they feel the processes used to conduct their evaluation are fair, and 85% agreed that the evaluation system helps them identify areas for improvement.

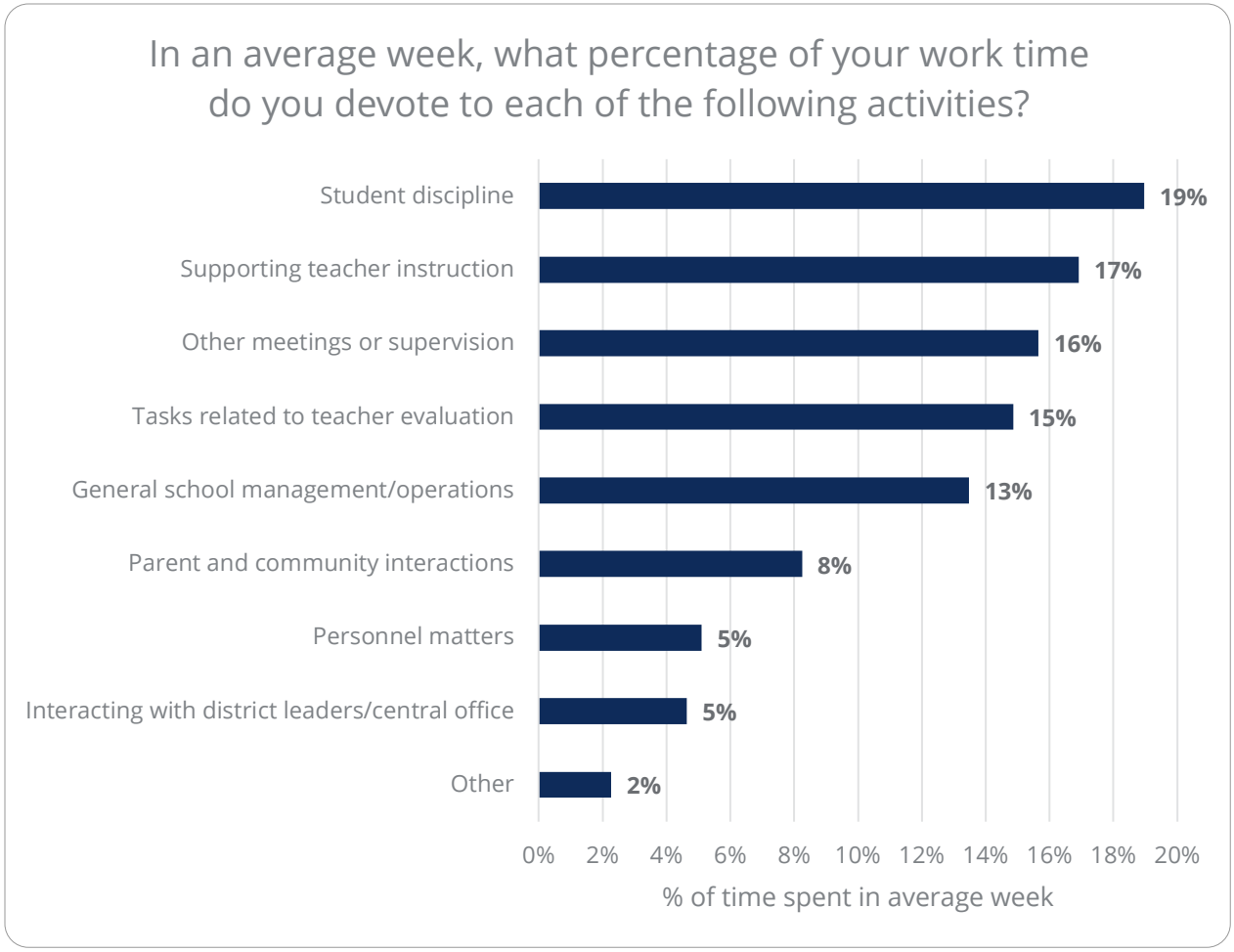
Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process used in your school.



KEY INSIGHT #2

Administrators reported spending about 15% of their time on tasks related to teacher evaluation.

On average, both principals and assistant principals reported devoting about 15% of their time in an average week to tasks related to teacher evaluation. Tasks that accounted for more of their time include student discipline (19%), supporting teacher instruction (17%), and other meetings and supervision (16%). Most felt well-equipped to implement the teacher evaluation processes, with just 1 in 10 administrators identifying tasks related to teacher evaluation as an area in which they are least effective or need additional support.

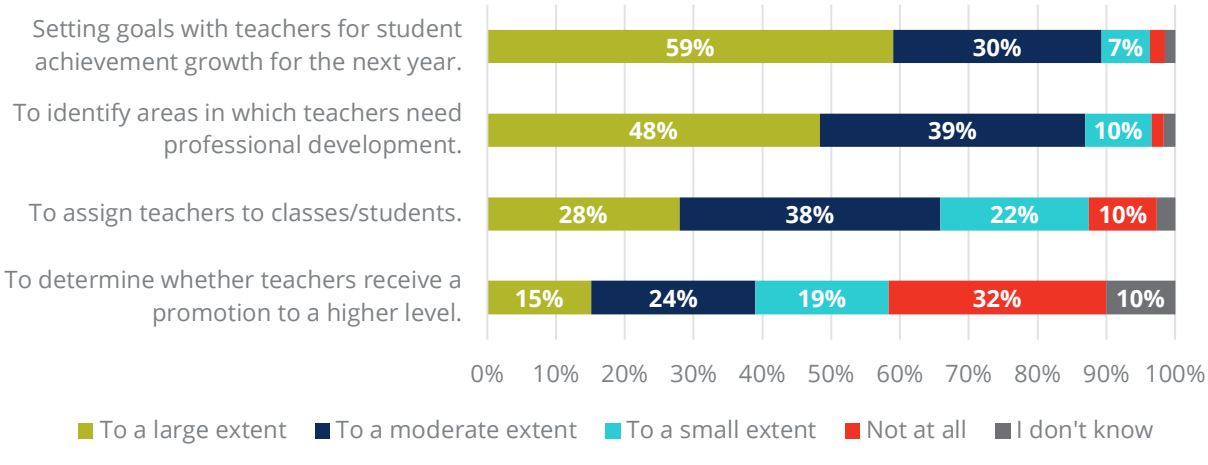


KEY INSIGHT #3

Nearly 90% of administrators reported that teacher evaluation ratings are used to a moderate or large extent for setting goals for student achievement and identifying areas for professional development.

The utility of teacher evaluations goes beyond providing feedback to teachers to improve their teaching; school administrators often reported using the results for various aspects of school planning. Nearly 60% of administrators reported using the results from teacher evaluations to a large extent to set goals with teachers for student achievement growth for the next year, and an additional 30% reported using the results to a moderate extent for the same purpose. Eighty-seven percent (87%) of administrators said they use teacher evaluation results to a moderate or large extent to identify areas for teacher professional development.

Please indicate the extent to which teacher evaluation results from teacher evaluation ratings as a whole in your school are used for the following purposes.



Early-Career Teachers

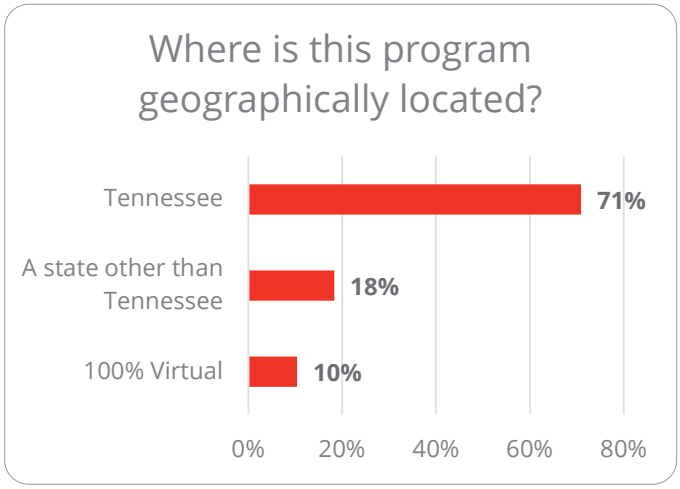
Tennessee strives to be a top state to become and remain a teacher. The state has invested in expanding pathways into the teaching profession and updating licensure requirements to eliminate barriers to entry. As a result, there are a range of pathways through which early-career teachers can enter the classroom. The TES provides valuable insights into these different pathways and new teachers' feelings of preparedness.

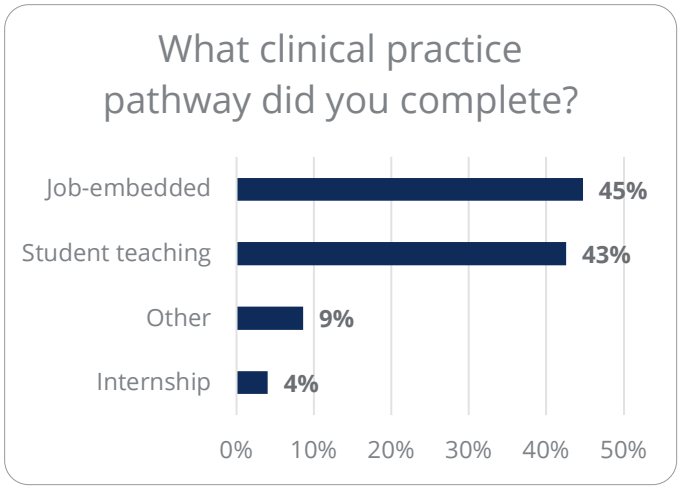
KEY INSIGHT #1

Nearly three-quarters of early-career teachers (those in their first three years) reported attending a Tennessee education preparation program.

Overall, 71% of early-career teachers said they attended an educator preparation program (EPP) within the state of Tennessee. Eighteen percent (18%) of early-career teachers said they attended an out-of-state EPP, and 10% said they completed an EPP that was 100% virtual.

Most early-career teachers reported that they completed either a job-embedded (45%) or student teaching (43%) clinical practice. A small percentage (4%) of early-career teachers said they completed an internship clinical practice pathway. The other 9% of early-career teachers included teachers who completed an occupational licensure program, were currently teaching on a permit, or who were still in the licensure process via a job-embedded pathway.

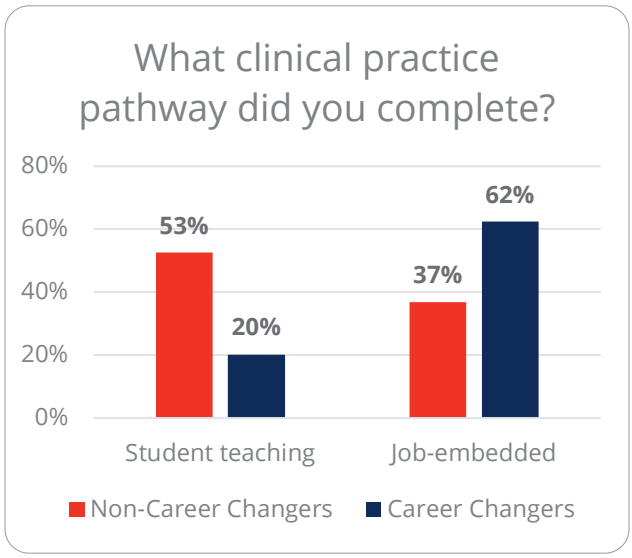




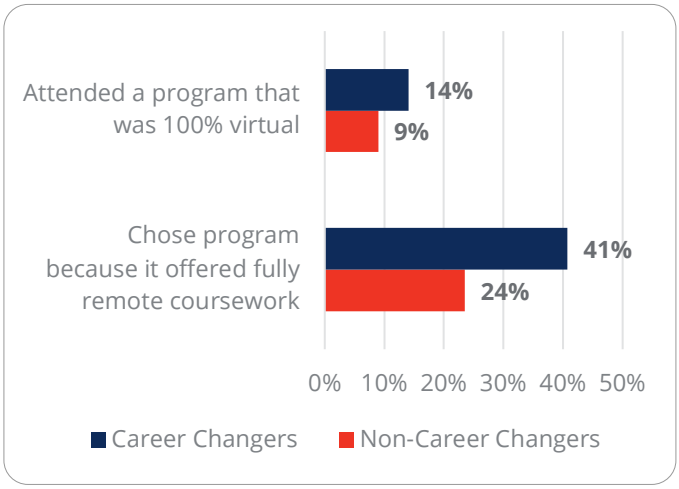
KEY INSIGHT #2

Three (3) in 10 early-career teachers said they entered teaching through a career change. Those teachers were more likely to say they attended virtual programs and completed job-embedded pathways.

Early-career teachers in Tennessee reported entering teaching through a variety of pathways. A plurality of early-career teachers (29%) responded that they previously worked in another field and entered teaching through a career change. Twenty-seven percent (27%) said they wanted to be a teacher since they were young, 18% decided to enter teaching after receiving a degree in another field of study, 13% started thinking about teaching in high school, and another 13% decided to enter an EPP after starting college. Early-career teachers who reported that teaching was a career change were more likely to say they completed a job-embedded clinical practice pathway (62% vs. 37% of non-career changers) than non-career changers.



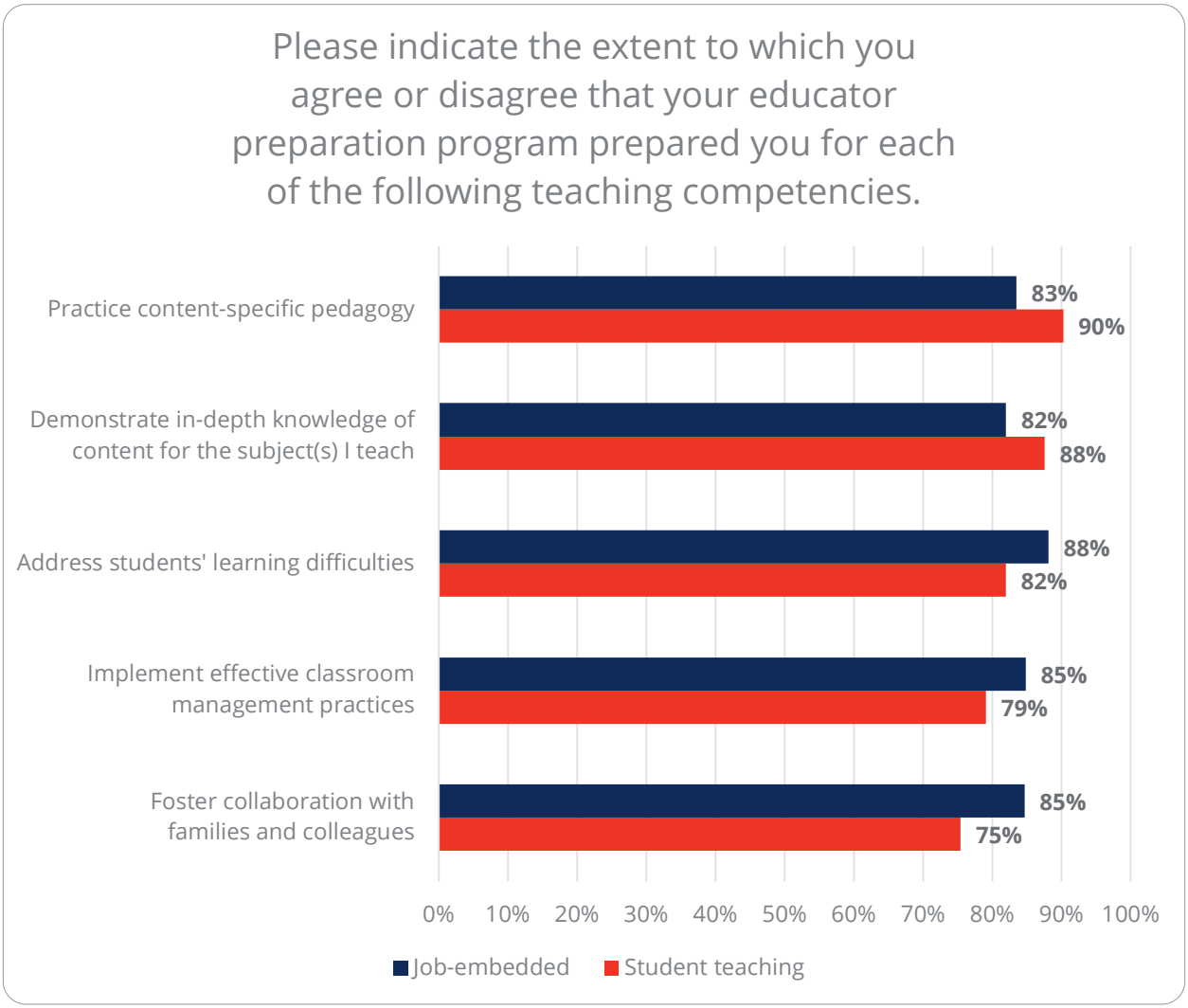
Early-career teachers who entered teaching through a career change were also more likely to display a preference for virtual teacher preparation options. Career changers were 5 percentage points more likely to say they attended a program that was 100% virtual (14% vs. 9% of non-career changers) and were 17% more likely to say they chose their preparation program because it offered fully remote coursework (41% vs. 24% of non-career changers).



KEY INSIGHT #2

Early-career teachers who completed job-embedded pathways felt more prepared for classroom management and collaboration with families and colleagues, while those completing student teaching pathways felt more prepared to teach content effectively.

Early-career teachers who completed both student teaching and job-embedded clinical practice pathways expressed high satisfaction with their educator preparation programs. Eighty-nine percent (89%) of both groups agreed or strongly agreed that they would recommend their program to someone who was considering entering teaching. While both groups of early-career teachers felt generally prepared for a variety of teaching competencies, teachers who completed job-embedded clinical practice pathways were more likely to agree they felt prepared to address students' learning difficulties, implement effective classroom management practices, and foster collaboration with families and colleagues. Early-career teachers who completed student teaching clinical practice pathways, on the other hand, were more likely to say they felt prepared to practice content-specific pedagogy and demonstrate in-depth knowledge of content for the subject(s) they teach.



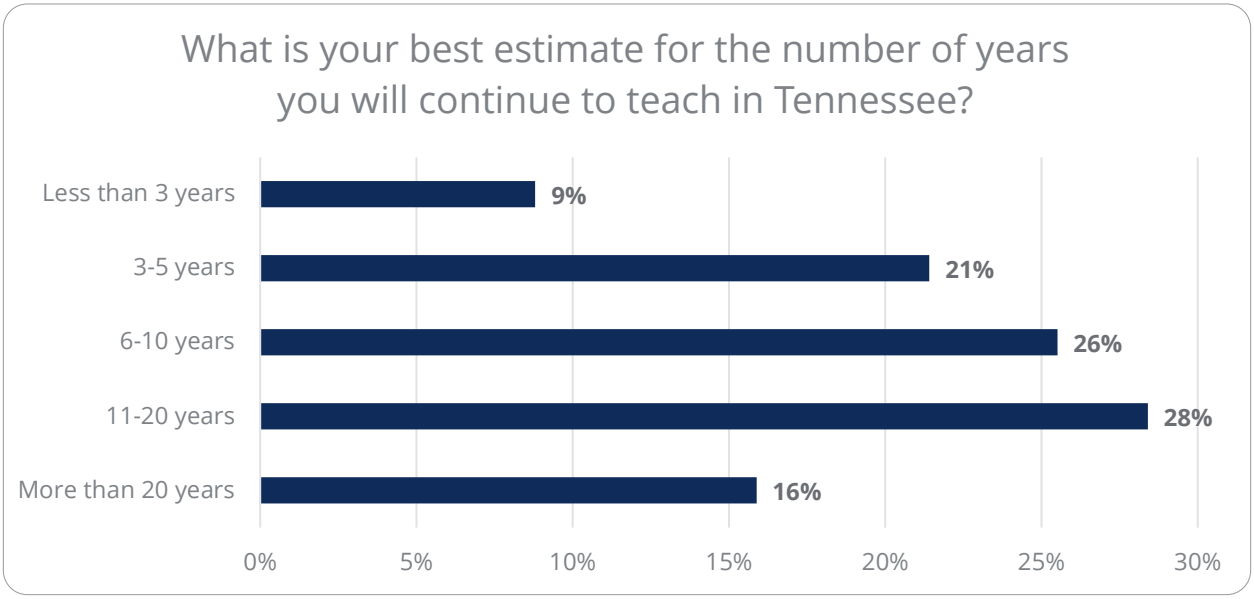
Teacher Retention

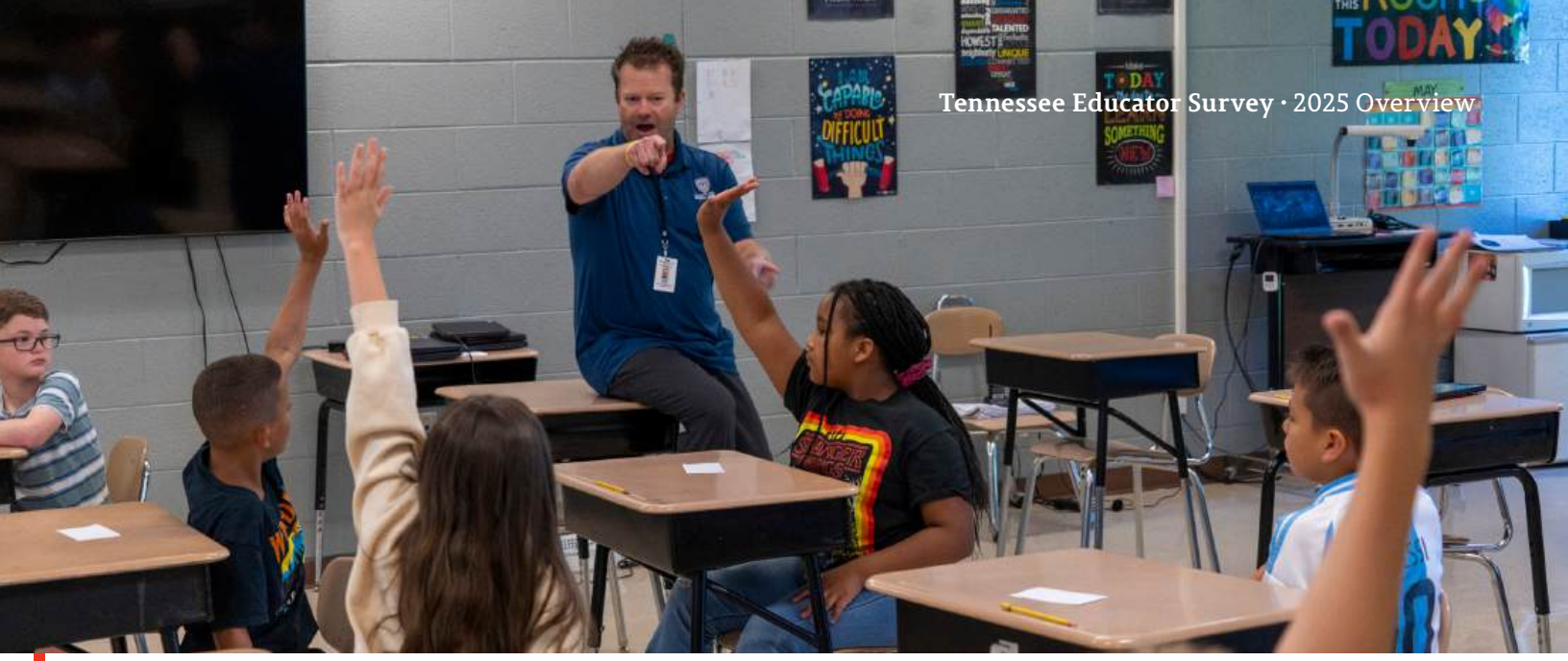
In addition to expanding opportunities to become a teacher, **Tennessee strives to support teachers so that they remain in the classroom.** The TES collects valuable information from teachers about their retention plans, as well as reasons for those plans, which can help the state and districts improve how they support teachers and better anticipate future staffing needs.

KEY INSIGHT #1

Eighty-two percent (82%) of teachers said they plan to continue teaching in their schools next year. Of those teachers not planning to exit or retire next year, 70% said they plan to continue teaching in Tennessee for more than 5 years.

In 2025, over 8 in 10 teachers said they plan to continue teaching in their schools the following school year. Ten percent (10%) of teachers were undecided about their plans for next year, 4% said they plan to move to another school or district, 2% planned to retire, 1% said they plan to work outside of a K-12 public school district (i.e., exit), and 1% planned to move into an administrative position. Of those teachers who did not plan to exit teaching or retire next school year, the majority said they plan to remain teaching in Tennessee for several years or more.

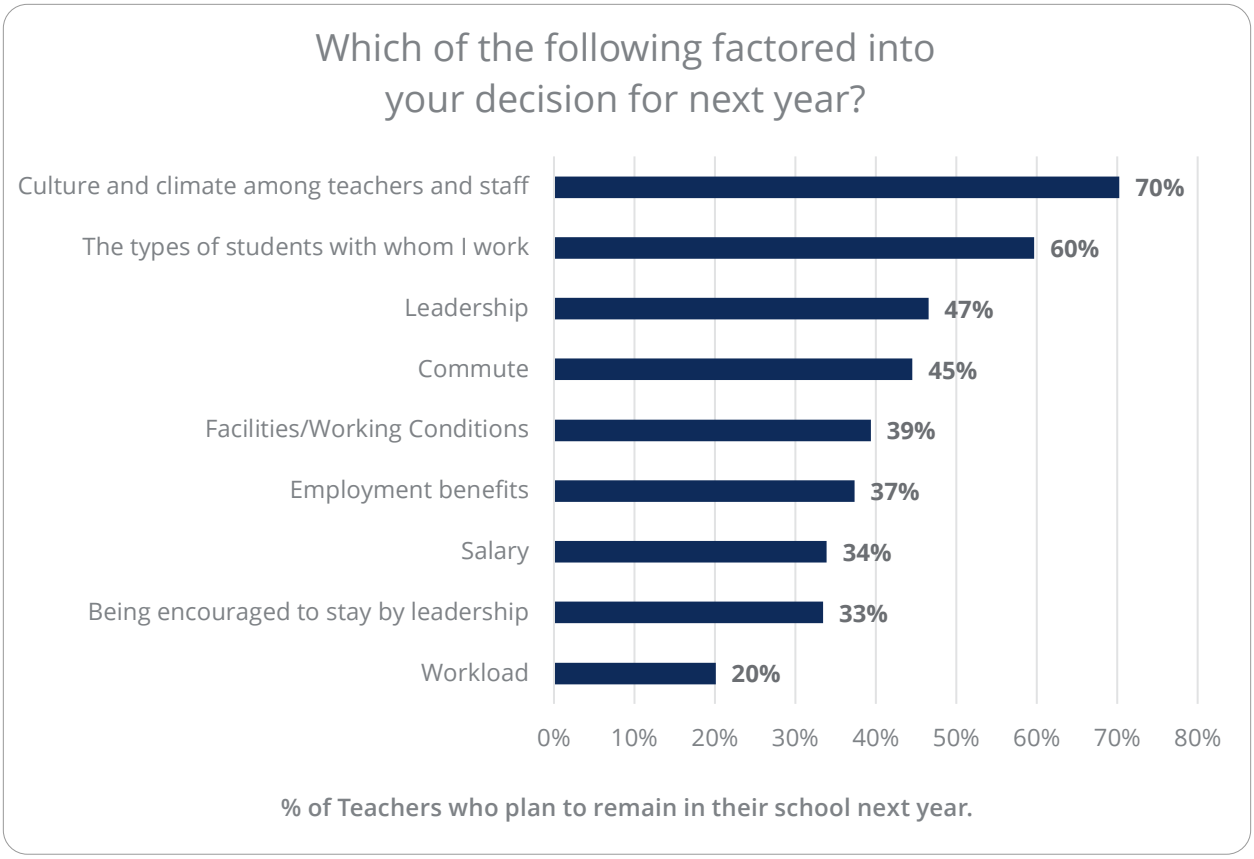




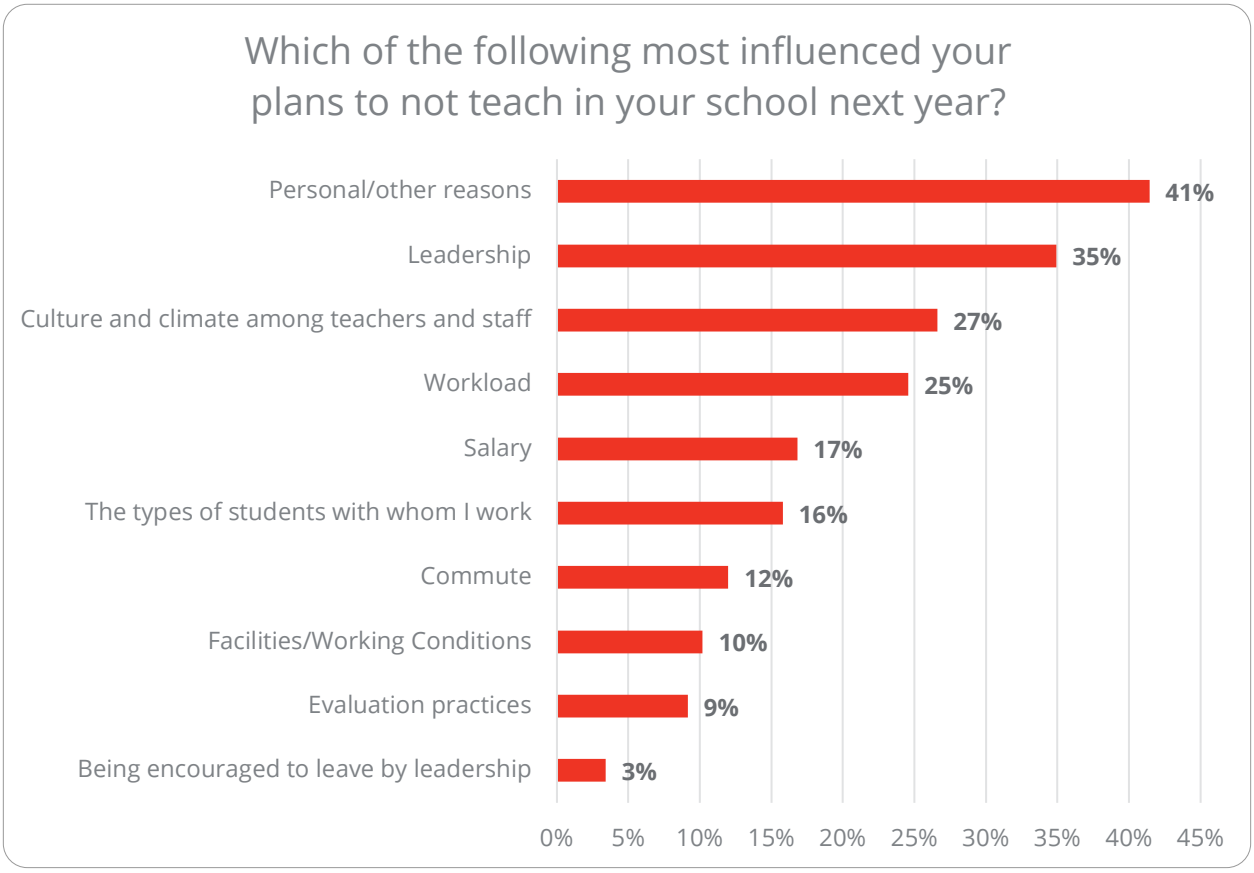
KEY INSIGHT #2

Teachers reported strong leadership and staff culture as important factors driving their decisions to stay at their schools. The reverse is also true, with perceived leadership challenges and negative culture driving decisions to leave.

Approximately 70% of teachers who said they planned to continue teaching in their schools next year identified culture and climate among teachers and staff as an important factor driving their decision. Other top reasons included the students (60%), school leadership (47%), and commute (45%).



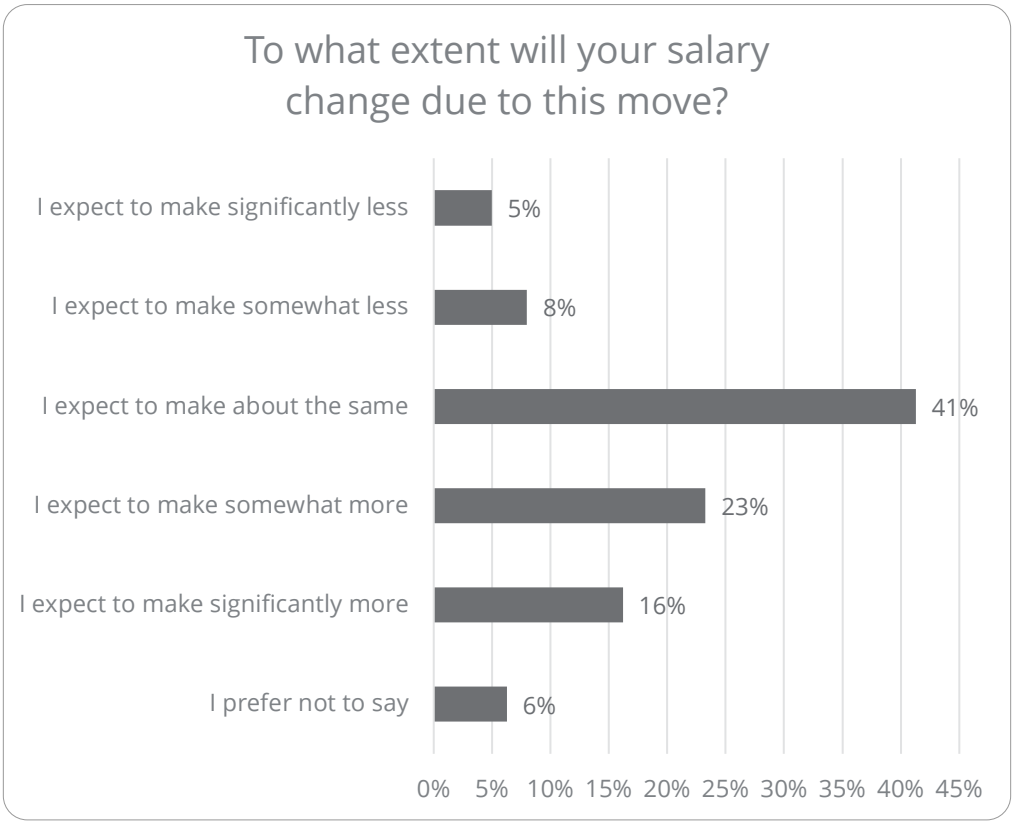
Teachers who did not plan to continue teaching at their schools next year most often said they were leaving for personal or other reasons (41%). However, other top reasons for their decisions to not continue were school leadership (35%) and culture and climate among teachers and staff, highlighting the strong influence of leadership and school culture on teacher retention.



KEY INSIGHT #3

One-third of teachers said they are satisfied with their salaries. Yet, salary was not a top reason for not continuing to teach in their schools.

One (1) in 3 teachers agreed or strongly agreed that they were satisfied with their teaching salary. However, just 17% of teachers who said they plan to leave their schools next year named salary as a top factor in their decision. Of teachers who said they planned to leave their schools next year, fewer than 40% said they expected to make more money as a result of their move. Forty-one percent (41%) said they expected to make about the same amount, and 13% were expecting to make less money in their new role. While raising teacher pay continues to be a priority in Tennessee, these results also underscore the importance of other factors that influence retention, such as building capacity for leadership and improving school culture.



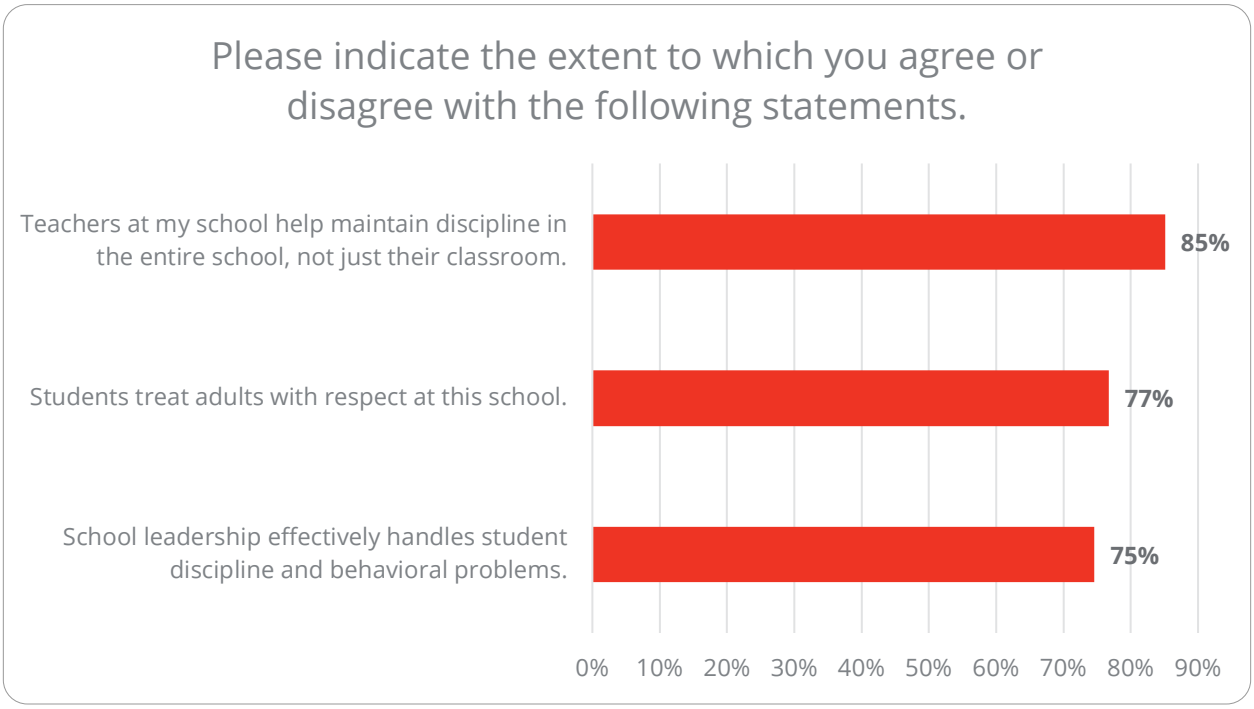
Discipline

Effective student discipline is essential to maintaining a positive school climate, which is linked to stronger academic performance, higher graduation rates, decreased incidences of violence, and increased teacher retention. The TES provides important feedback from teachers on their perceptions of student discipline in their schools, which can help the state and districts better provide supports and allocate resources to address discipline challenges.

KEY INSIGHT #1

Most teachers agree that student discipline is handled effectively in their schools.

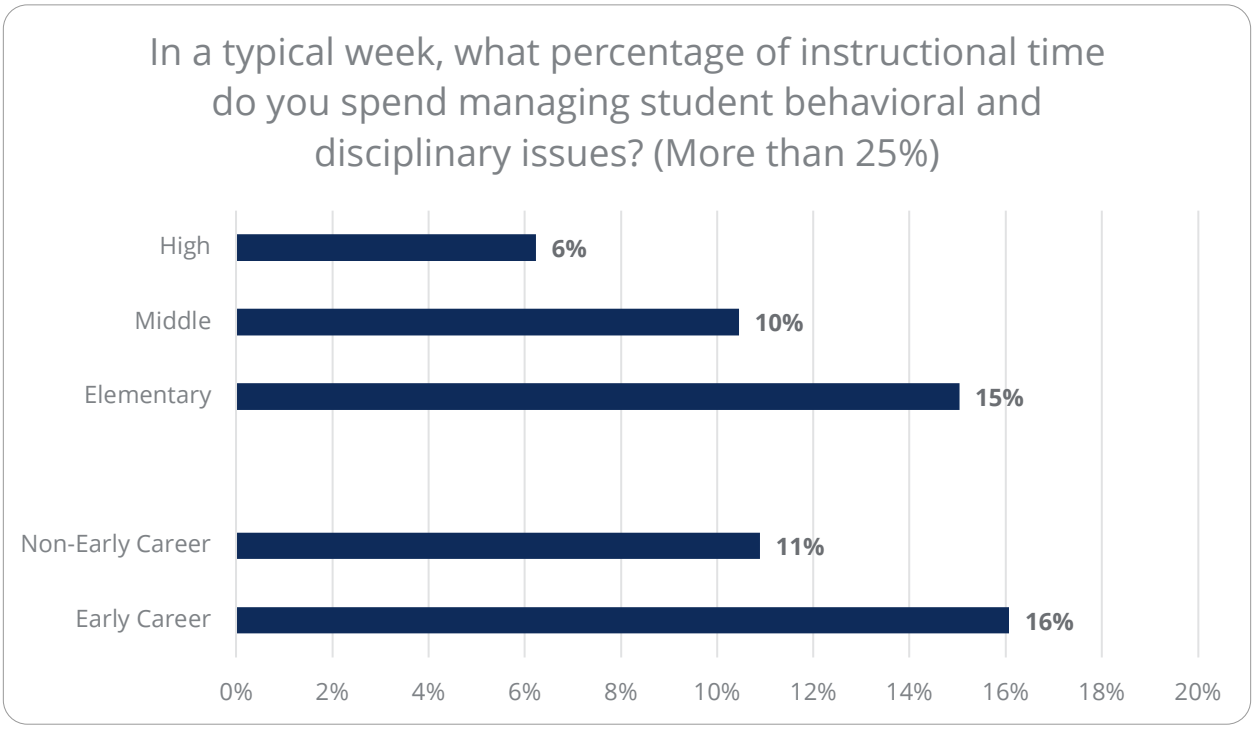
Overall, teachers expressed satisfaction with how student discipline is handled in their schools. Eighty-five percent (85%) agreed or strongly agreed that teachers in their school help maintain discipline in the whole school, not just their classrooms. Seventy-seven percent (77%) said students treat adults with respect in their schools, and 75% said that school leadership effectively handles student discipline and behavior problems.



KEY INSIGHT #2

Early-career teachers (teachers in their first three years) and elementary school teachers reported spending more time handling student behavioral and disciplinary issues than non-early-career, middle and high school teachers.

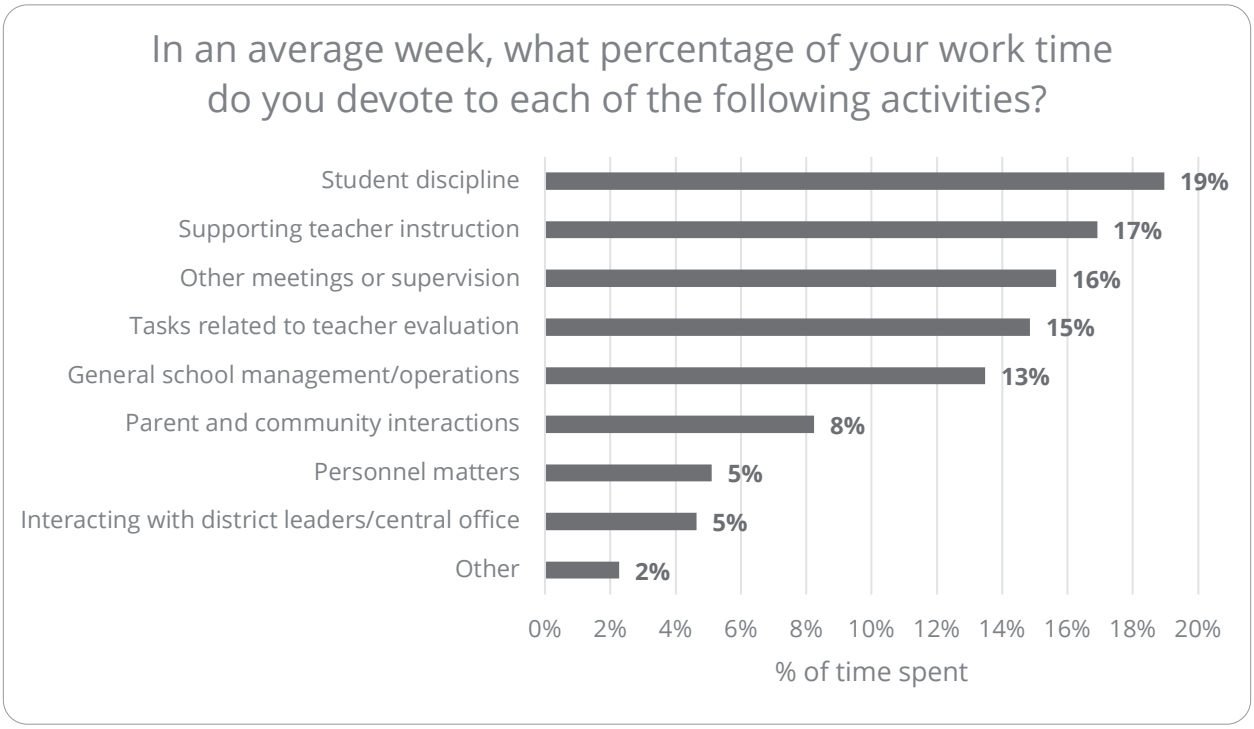
About 12% of teachers said they spend more than 25% of instructional time managing student behavioral and disciplinary issues. Early-career teachers were more likely to say they spent at least 25% of their time on student discipline (16% vs. 11% of non-early-career teachers). Elementary school teachers were also more likely to report spending more time on student discipline – 15% said they spent at least 25% of their instructional time managing behavior, compared to 10% of middle school teachers and 6% of high school teachers.



KEY INSIGHT #3

On average, administrators reported spending nearly 20% of their time on activities related to student discipline, the largest percentage among the activities reported.

School leaders reported that activities related to student discipline took up the largest portion of their time, accounting for about 19% of their time in an average week. The amount of time spent on discipline was higher for assistant principals, who reported spending an average of 24% of their time on discipline. Principals on average said they spend 13% of their time on student discipline. Twenty-one percent (21%) of school leaders named student discipline as the area in which they are least effective or need additional support.

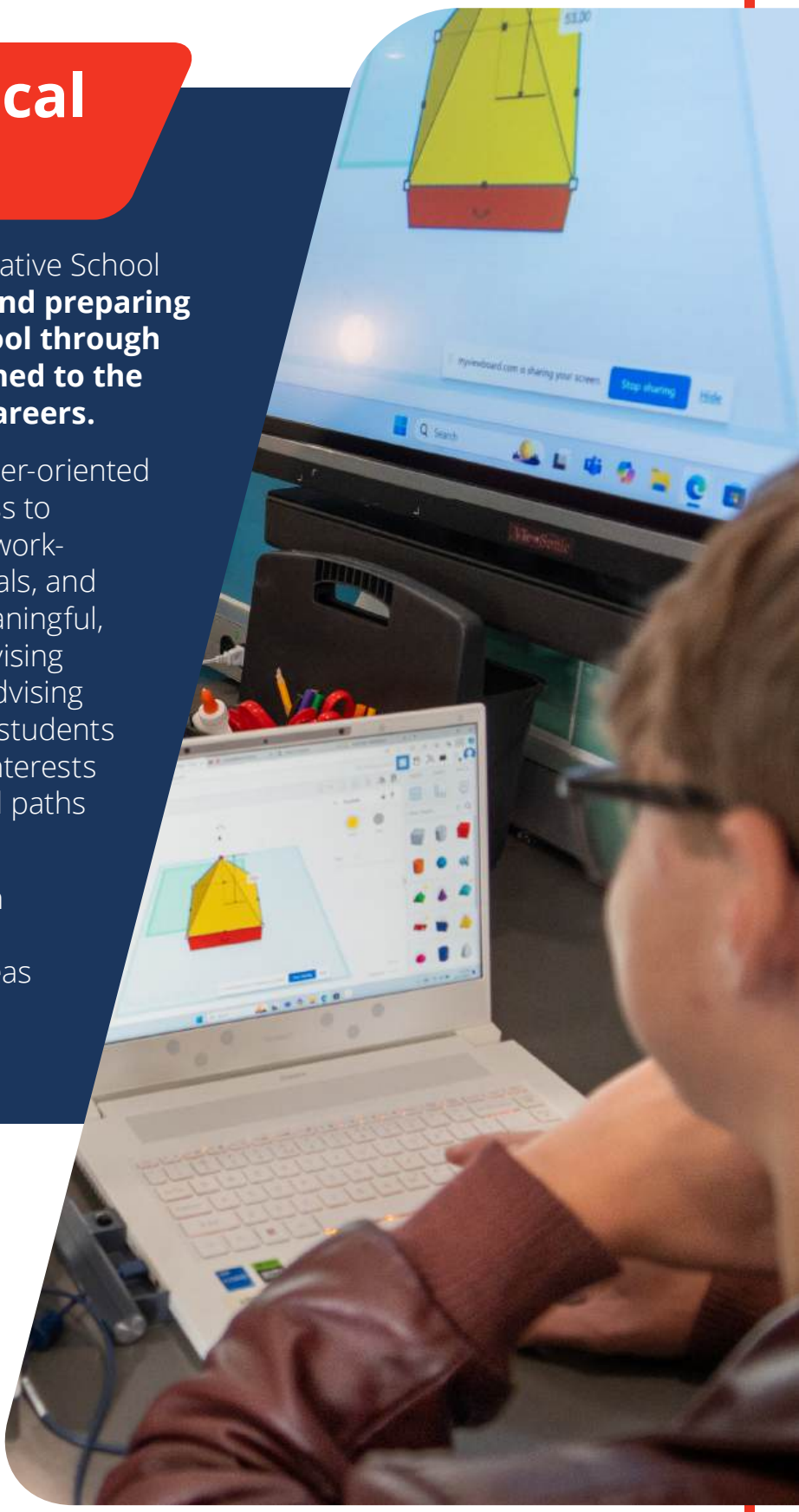


Career and Technical Education (CTE)

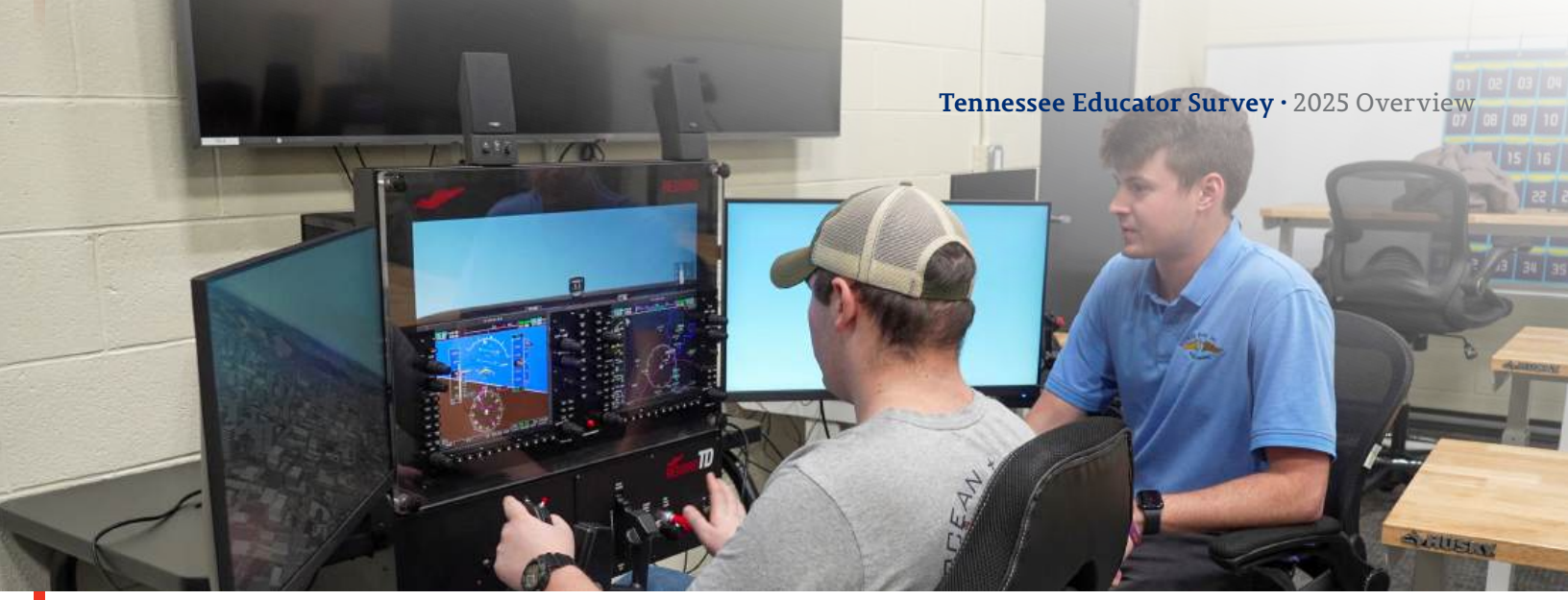
Tennessee has invested heavily in Innovative School Models aimed at **building readiness and preparing students for success after high school through participation in local programs aligned to the state's highest-demand skills and careers.**

These models provide high-quality, career-oriented instruction that increases student access to postsecondary credit-bearing courses, work-based learning (WBL), industry credentials, and certification programs; and provide meaningful, individualized career navigation and advising through mentorships, job shadowing, advising structures, and resources that support students in exploring careers aligned with their interests and aptitudes and selecting educational paths aligned to their chosen career.

The TES collects valuable feedback from CTE teachers who teach these courses, shedding light on the successes and areas for improvement of these programs.



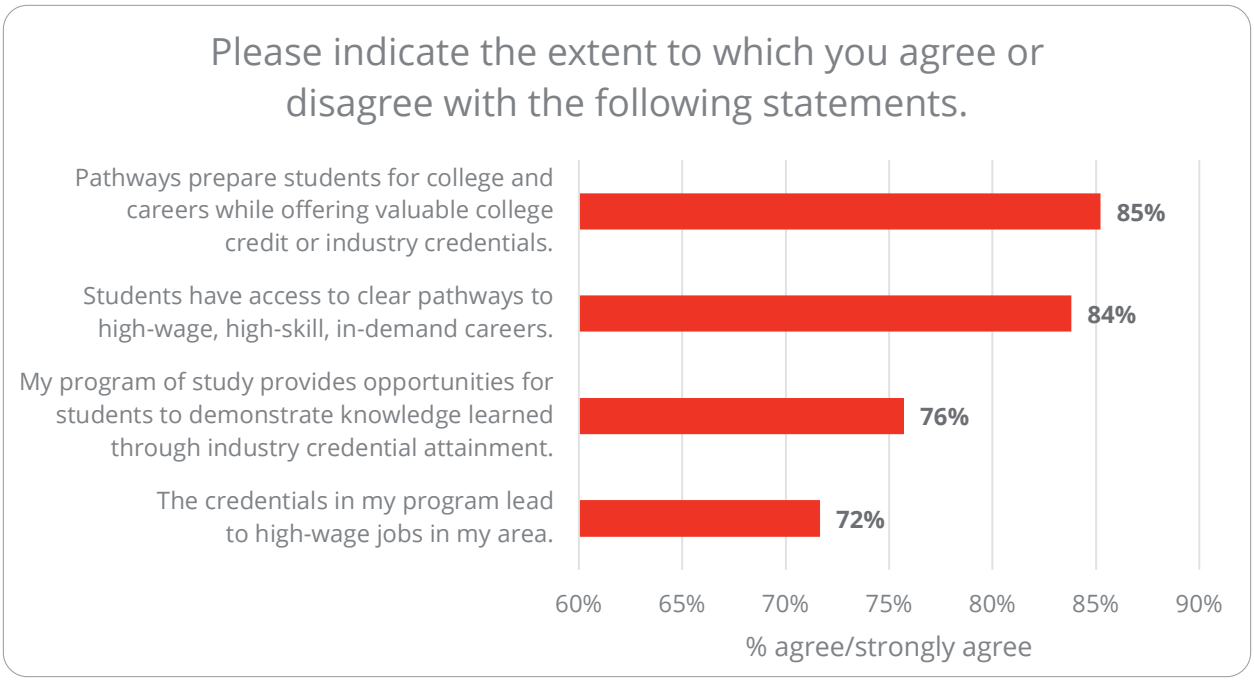
TENNESSEE CTE



KEY INSIGHT #1

CTE teachers agreed that their programs provide students opportunities to earn valuable credentials and help prepare students for college and careers.

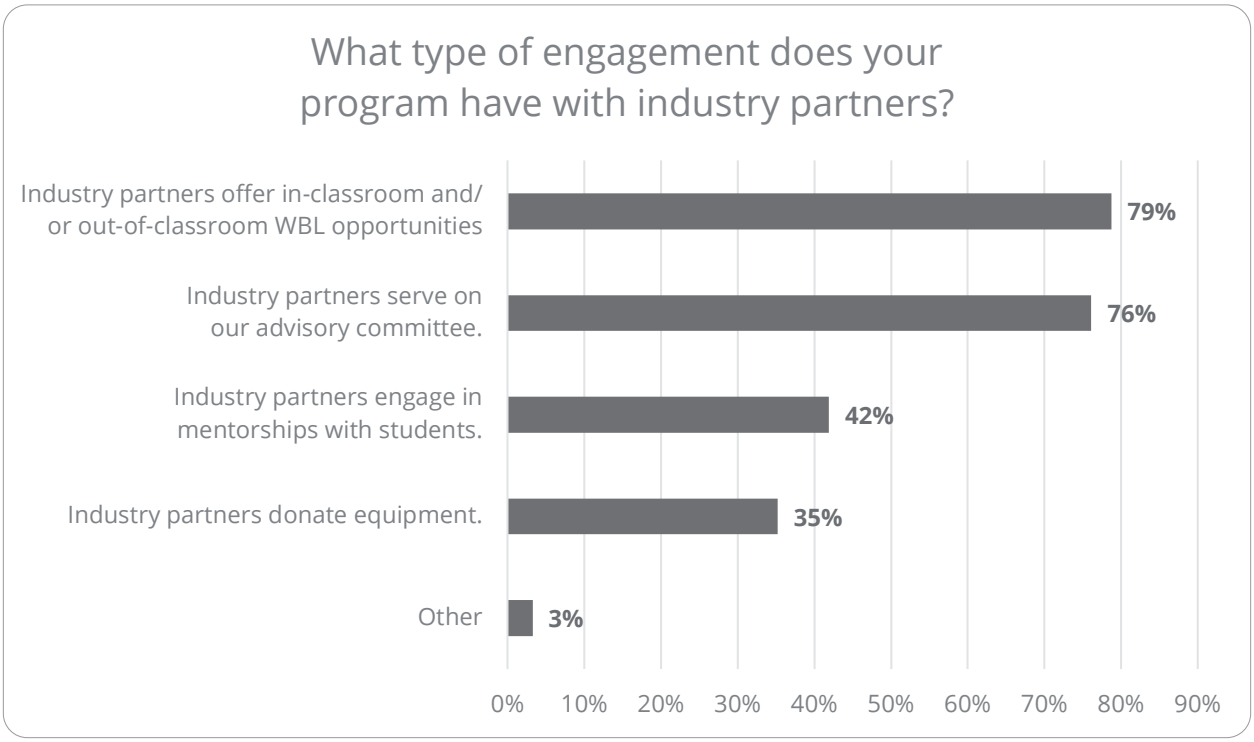
Overall, survey responses from CTE teachers highlight the value of these programs through opportunities to earn credentials and pathways into in-demand jobs. Eighty-five percent (85%) of CTE teachers agreed or strongly agreed that CTE pathways prepare students for college and careers while offering valuable college credit or industry credentials, and 76% agreed that their program provides opportunities for students to demonstrate knowledge learned through industry credential attainment. Over 8 in 10 CTE teachers agreed that students have access to clear pathways to high-wage, high-skill, in-demand careers, and 72% said the credentials in their program lead to high-wage jobs.



KEY INSIGHT #2

About two-thirds of CTE teachers said that industry partners are involved in their CTE programs. They most commonly reported that partners are involved in offering work-based learning (WBL) opportunities and serving on advisory committees.

CTE programs provide meaningful opportunities for partnership between industry professionals and schools. Sixty-four percent (64%) of CTE teachers said that industry partners are involved in their programs, and 67% agreed that their school's WBL program is collaborative with external partners. While industry partners provide a range of supports to CTE programs, CTE teachers said they were most often involved in offering in-classroom and/or out-of-classroom WBL opportunities and serving on advisory committees.

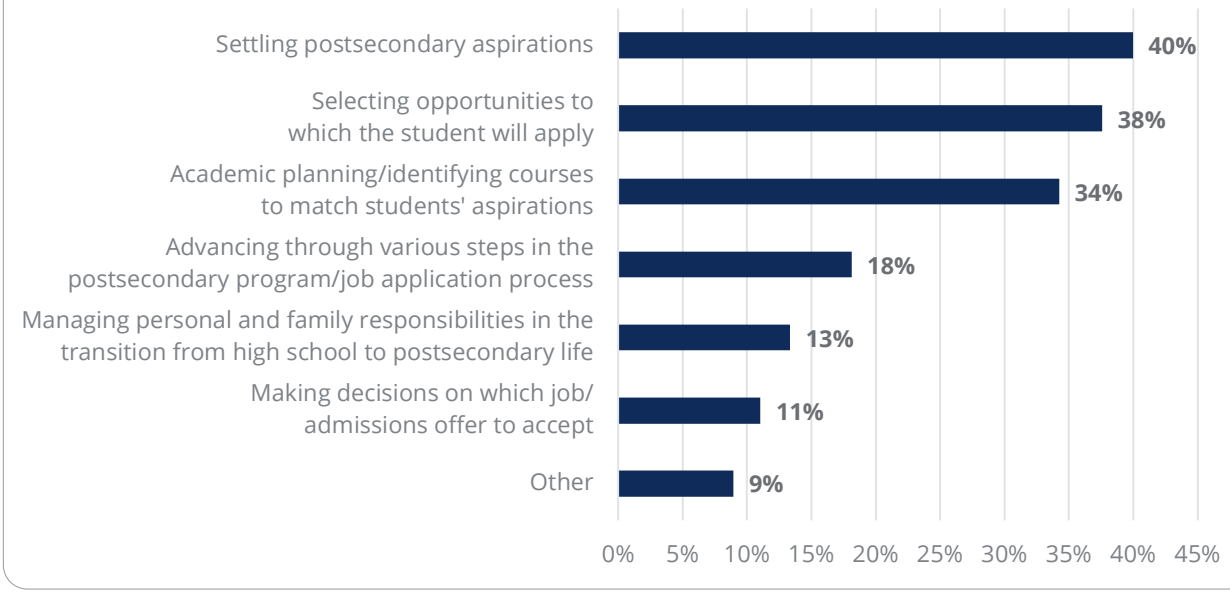


KEY INSIGHT #3

About half of CTE teachers said they are generally involved in student advisory sessions. They most commonly reported advising students on postsecondary aspirations, application opportunities, and academic planning.

CTE teachers' responsibilities often extend beyond classroom instruction, frequently supporting student advisory and connecting students with external professionals as students explore potential career opportunities. Fifty-one percent (51%) of CTE teachers said they are generally involved in student advisory sessions, and 81% of CTE teachers agreed that their students interact with external professionals to gain insight into careers. CTE teachers most commonly advise students on settling postsecondary aspirations, selecting application opportunities, and academic planning.

Which of the following postsecondary matters are you most heavily involved with providing advice to your students?



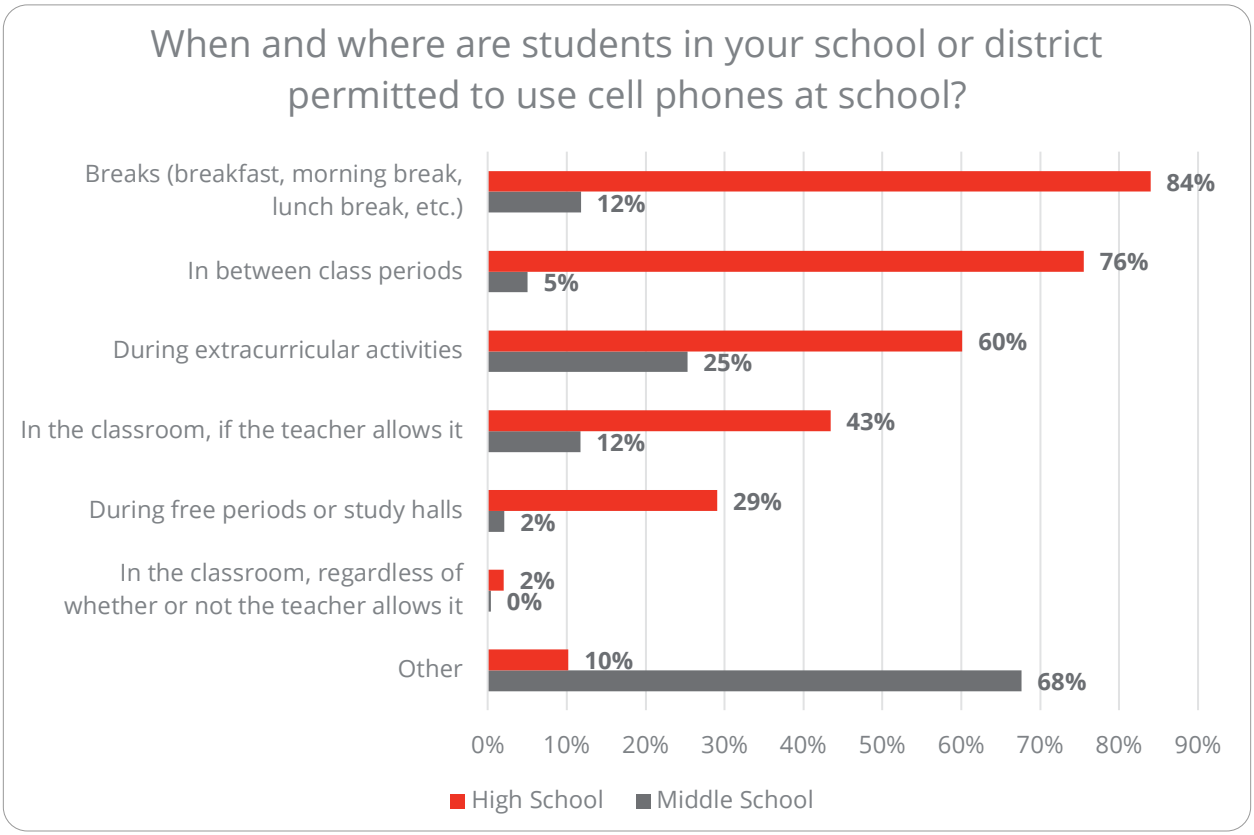
Cell Phones

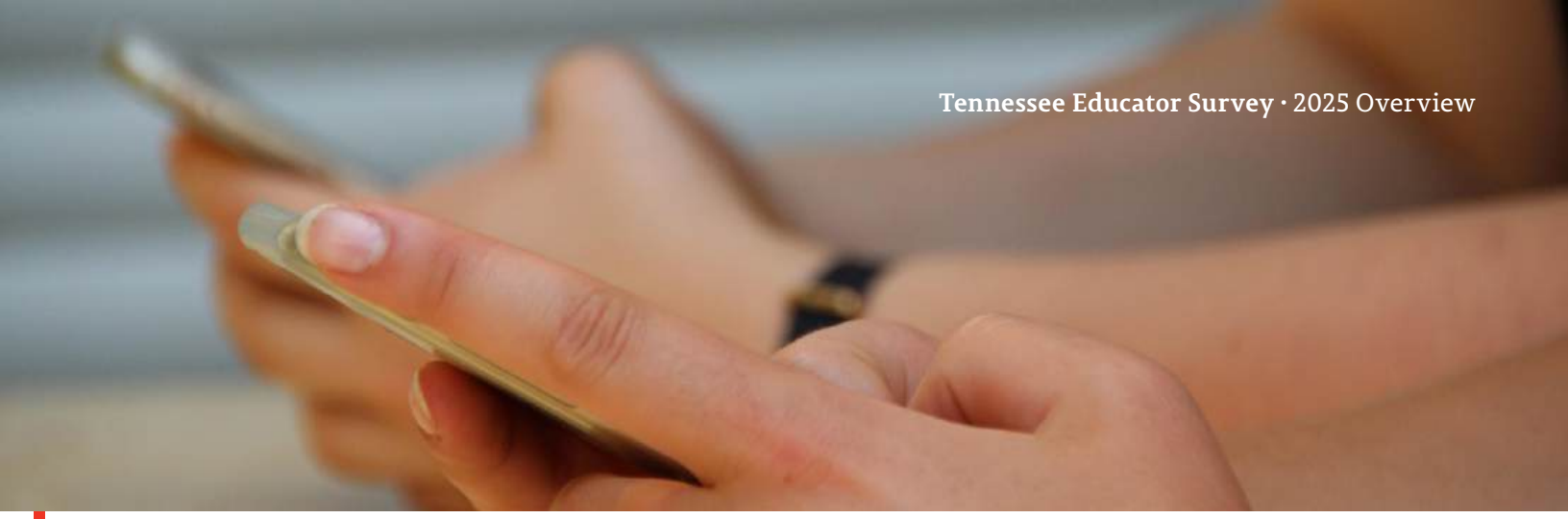
For the first time in 2025, the TES collected information from teachers and administrators on cell phone use in schools.

KEY INSIGHT #1

Most high school leaders reported having policies that allow for cell phone use outside of class time.

Overall, 94% of middle and high school leaders reported that their school already has a cell phone policy in place. While most middle school leaders (68%) said students are not permitted to use cell phones during school hours, most high school leaders said students were allowed to use cell phones during breaks (84%), in between class periods (74%), and during extracurricular activities (60%).

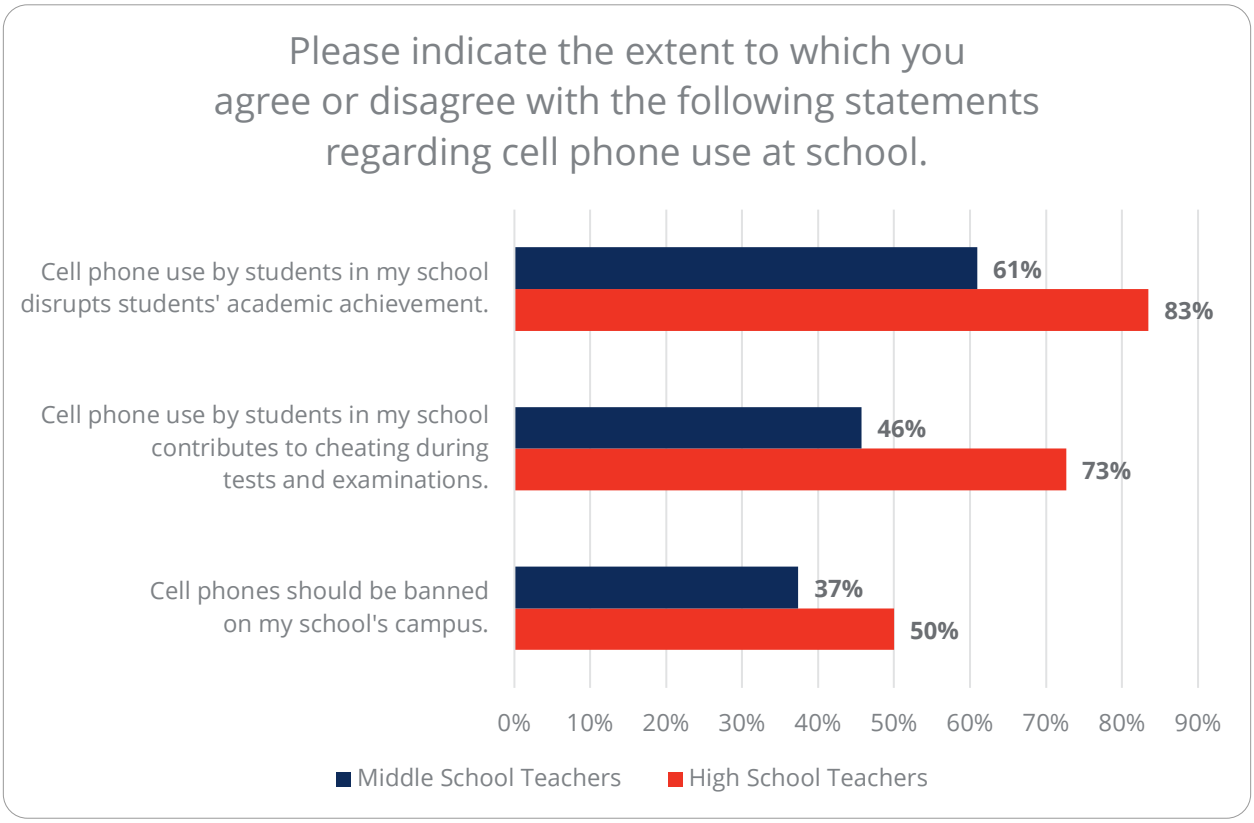




KEY INSIGHT #2

Most high school teachers said that student cell phone use disrupts learning and contributes to cheating, while few believed having cell phones improves school safety.

High school teachers were generally critical of student cell phone use in schools. Over 80% (83%) agreed or strongly agreed that student cell phone use disrupts academic achievement, and 73% thought cell phone use contributes to cheating on tests and exams. Half of high school teachers agreed that cell phones should be banned on their school's campus. Teachers in middle schools, where cell phone use was less likely to be allowed during school hours, were less likely to agree with these statements. While 91% of middle and high school teachers agreed that teachers using cell phones helps improve school safety, only 19% agreed that student cell phone use improves school safety.



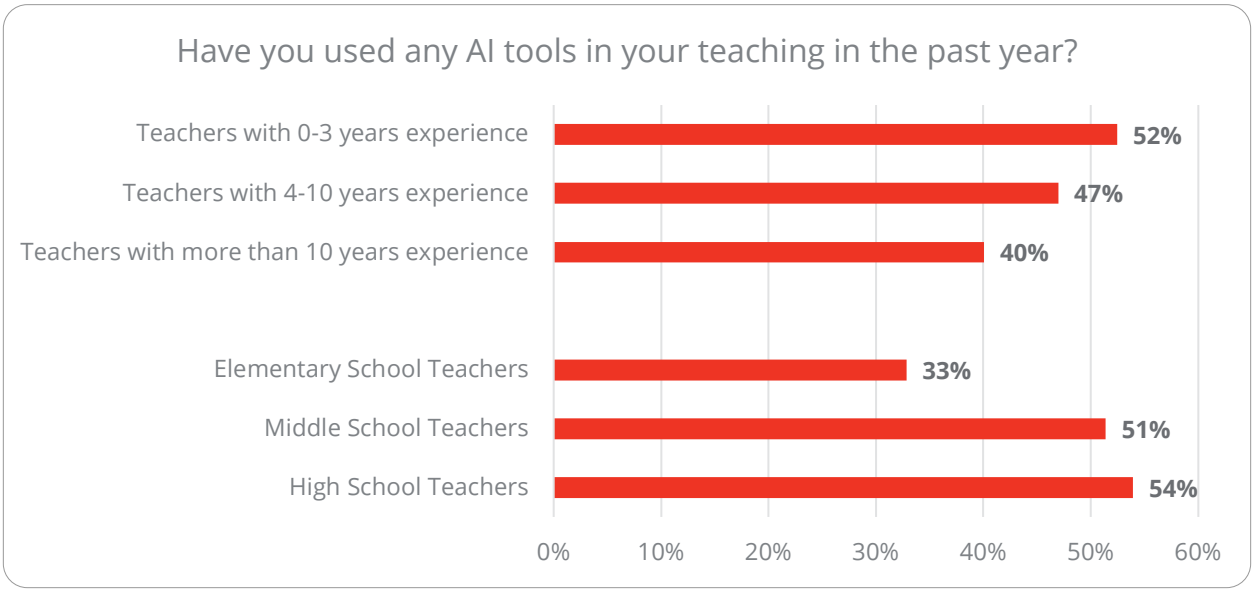
Artificial Intelligence (AI)

Tennessee law requires all public school districts and charters to adopt policies on the use of AI by students, teachers, and staff for instructional and assignment purposes beginning in the 2024-25 school year. In response to this legislation and the proliferation of AI, this year's TES included questions for teachers and administrators to share about their use of AI in schools.

KEY INSIGHT #1

Four (4) in 10 teachers and 6 in 10 administrators reported using AI in their professional roles. High school teachers and teachers with fewer years of experience were more likely to say they use AI tools for teaching.

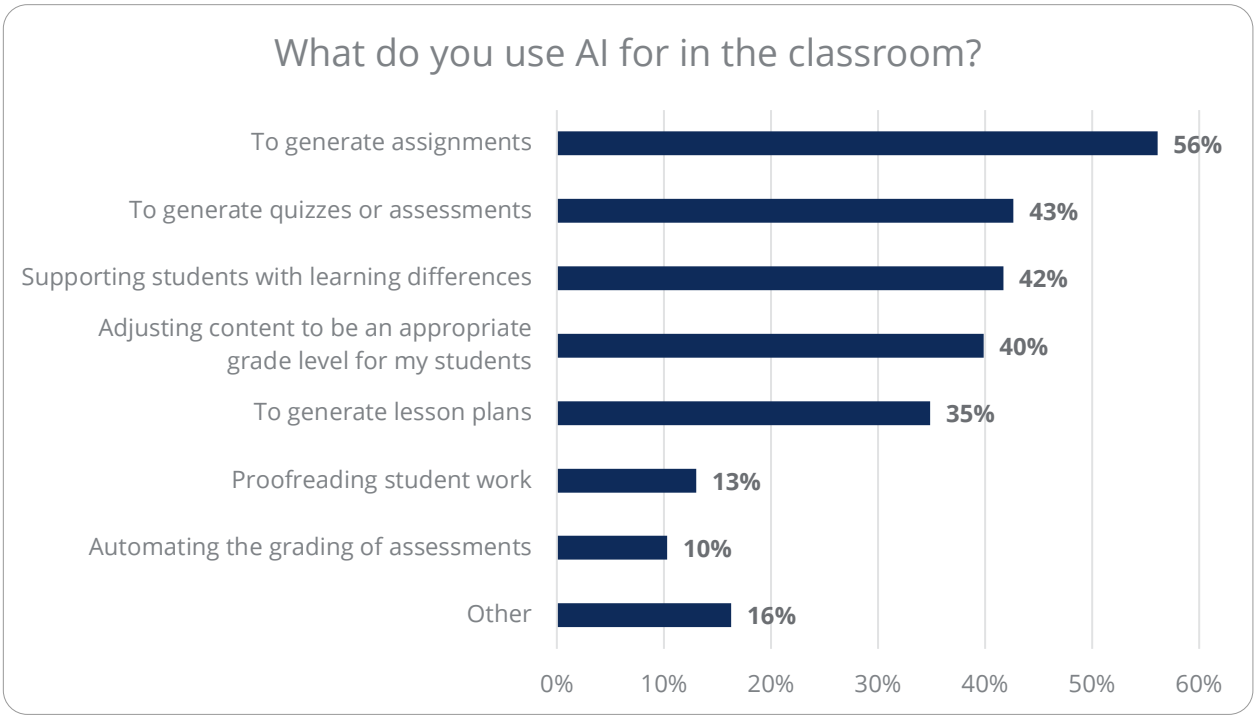
Eighty percent (80%) of teachers said they were at least somewhat familiar with the concept of AI in education, and 61% of teachers were at least somewhat familiar with their district's AI policy. Overall, 43% of teachers said they had used AI tools in their teaching in the past year. Early-career teachers (in their first three years of teaching) were more likely to respond that they had used AI tools in their teaching (51% vs. 47% of teachers with 4-10 years of experience and 40% of teachers with more than 10 years of experience). Middle (51%) and high school (54%) teachers were also more likely than elementary teachers (33%) to say that they had used AI in their teaching.



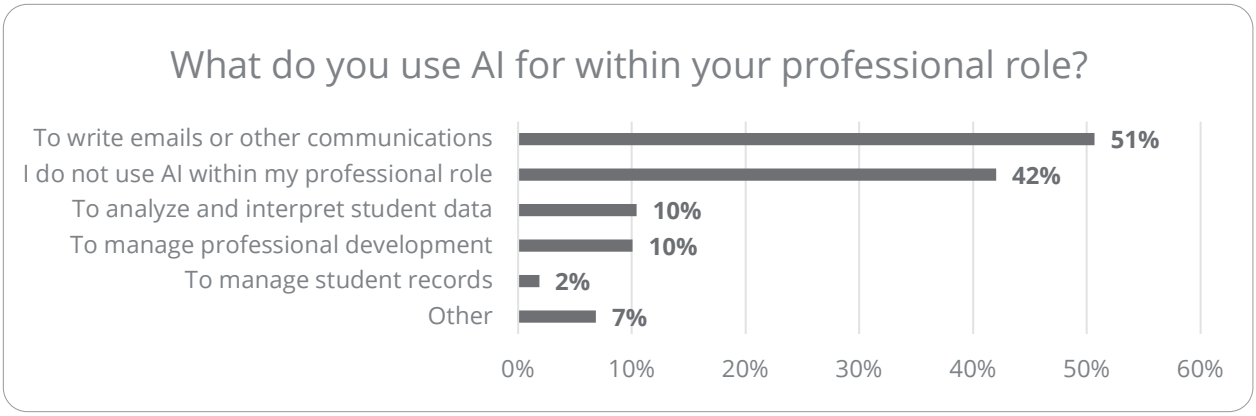
KEY INSIGHT #2

Teachers most commonly reported using AI to generate assignments or assessments, while administrators said they most commonly use AI to write emails or other communications.

Teachers and administrators reported using AI tools in various capacities. Of teachers who said they had used AI tools in their teaching in the past year, over half (56%) reported using AI to generate assignments, and 43% said they used AI to generate quizzes or assessments. About 4 in 10 teachers who used AI said they used it to support student learning differences and to adjust grade level content.



Administrators most often said they use AI to write emails or other communications (51%). Other less common uses of AI among administrators included analyzing and interpreting student data (10%), managing professional development (10%), and managing student records (2%).



Conclusion

Results from the 2025 TES shed light on the experiences of educators in the state and provide important feedback around implementation of state policies and initiatives. The data collected from the survey can help inform any changes to long-standing systems like teacher evaluation as well as provide guidance for burgeoning topics such as the use of cell phones and artificial intelligence (AI) in schools. The survey is an important resource for the department and education stakeholders in the state to understand what is working and where improvements are needed to better support Tennessee educators and students.

Teacher responses from this year's TES indicate high levels of satisfaction with math curriculum materials, while revealing gaps in supports for high school math teachers. Tennessee teachers are also generally satisfied with the current teacher evaluation processes, and administrators utilize the results in many aspects of school planning.

Many of the state's new teachers are entering teaching through non-traditional pathways and are utilizing virtual preparation options and job-embedded pathways. We also see promising patterns in reported retention plans, with most teachers planning to stay in their schools and planning to continue teaching in the state for years to come; school leadership and school culture are important factors in decisions around retention.

Most teachers were generally satisfied with the way their school handles student discipline. While most teachers spend very little instructional time handling student behavior, administrators, especially assistant principals, spend the largest chunk of their time on discipline.

The state's commitment to preparing students for their chosen postsecondary careers is reflected in the multiple initiatives such as Career and Technical Education (CTE), Work-Based Learning, and Innovative School Models. These programs provide learning experiences to prepare students for the workforce and success after graduation through participation in innovative local programs aligned to the state's highest-demand skills and careers. Teachers in CTE programs serve in advisory roles as well as instructional ones, and they connect students with industry professionals and valuable work-based learning experiences. CTE teachers reported that their programs have opportunities to earn valuable credentials and prepare students for college and careers.

With new laws requiring policies that govern the use of cell phones and AI in schools, this year's survey also provides insights from teachers and school leaders that can help guide the development of these policies. Teachers are generally critical of student cell phone use during school, especially high school teachers, whose students tend to have more cell phone privileges during the school day. Many teachers and administrators are using AI tools in their roles; these tools have the potential to increase efficiency and advance the way we serve students.

The survey serves as a critical tool to monitor critical topics in education as well as gain insight into emerging topics. Insights from the TES provide policymakers, researchers, and practitioners with critical feedback to better meet the needs of teachers and students.

A message from the Tennessee Educator Survey Team

To the teachers, administrators, and other certified staff who participated in the Tennessee Educator Survey this year, the department sincerely thanks you. Please continue to make your voice heard and hold us accountable to listen.

To all readers, the department thanks you for your interest in learning from the perspectives of Tennessee's phenomenal educators.

For questions regarding this report, reach out to TDOE.Research@tn.gov.

About TN Education Research Alliance

TERA brings together Vanderbilt University's Peabody College and the Tennessee Department of Education to create an expanding body of knowledge that directly impacts Tennessee's school improvement strategies. Through TERA, scholars at Vanderbilt and other leading universities carry out high-quality, practical research that informs state-level policy, impacts the practice in schools and districts across Tennessee, and contributes to national conversations on K-12 education. For more information visit, tnedresearch.org.

About Tennessee Department of Education

The Tennessee Department of Education serves the state's nearly one million Pre-k-12 students in 1,800 schools across 148 diverse districts—with both distinct urban and rural populations. As a department, we are dedicated to the goal of dramatically improving student achievement and committed to the belief that children from all backgrounds can succeed when given the opportunities they deserve. For more information, visit tn.gov/education.

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