

2015 TENNESSEE EDUCATOR SURVEY **ADMINISTRATOR MODULE E - Evaluation**

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

Teachers and administrators complete the appropriate core and a randomly assigned module focused on a specific topic. Administrator Module E - Evaluation follows this introduction.

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.



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ADMINISTRATOR SURVEY MODULES

Administrator Module E - Evaluation

A-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

A-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*) _____

A-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

- A-E4. 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. 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

- A-E5. Please report on your view of the overall burden on PRINCIPALS AND OTHER ADMINISTRATORS related to the implementation of the teacher evaluation process.

LOW BURDEN	←————→				HIGH BURDEN
1	2	3	4	5	

- A-E6. Please report on your view of the overall burden on TEACHERS related to the implementation of the teacher evaluation process.

LOW BURDEN	←————→				HIGH BURDEN
1	2	3	4	5	

- A-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

- A-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