

## **2015 TENNESSEE EDUCATOR SURVEY**

### **ADMINISTRATOR MODULE P - PROFESSIONAL LEARNING**

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.<sup>1</sup> 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 P - Professional Learning follows this introduction.

Survey participants generally are able to complete their portion of the survey in 15 - 20 minutes.

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<sup>1</sup> 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 P - Professional Learning**

- A-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

- A-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

A-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

A-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

- A-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

- A-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

A-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

A-P8. 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
a. State-run training sessions on state standards & assessments	1	2	3
b. Workshops, seminars, institutes or conferences organized by your school or district	1	2	3
c. Graduate courses available in your district or at nearby locations	1	2	3
d. Online professional development resources (i.e., webinars videos, online articles, etc.) offered by or through your district	1	2	3