



Educator Insights

TAKEAWAYS FROM THE
2017 TENNESSEE EDUCATOR SURVEY

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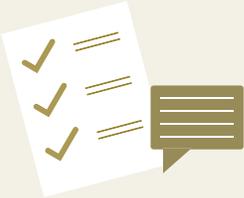
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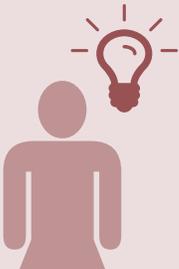
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About the Survey

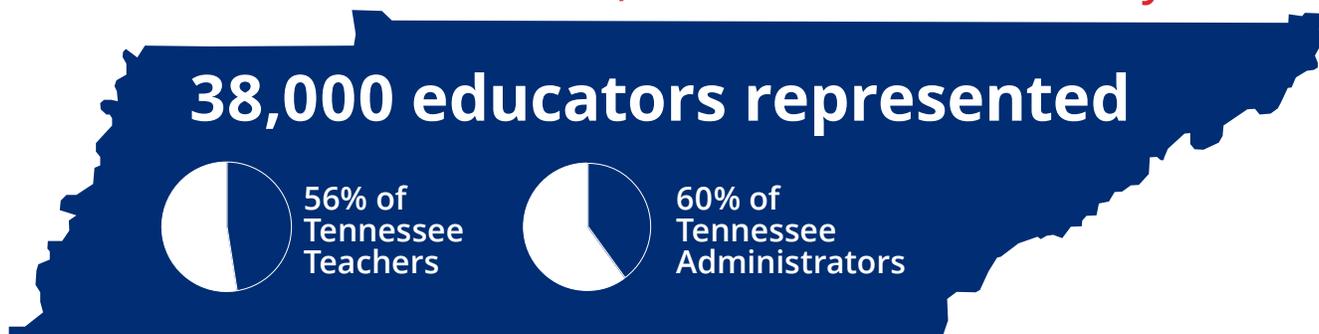
This marks the seventh year that the Tennessee Department of Education, in partnership with the Tennessee Education Research Alliance at Vanderbilt University, surveyed all educators in the state on topics ranging from school leadership to time use.¹ Overall, response totals increased by about 5,000 educators over the previous year with more than 38,000 educators represented in this year's survey results, representing 56 percent of the state's teachers and 60 percent of the state's administrators.



The changes we made this year, both in survey content and process, were aimed at making data more actionable for schools and districts. The survey was open to educators between March 8th and April 21st, and we shared aggregate data with directors of schools and principals whose schools met or exceeded the 45 percent response rate threshold at the beginning of June. Over 1,000 of our state's approximately 1,800 schools passed the threshold to receive school-level data. On August 9th, we launched our public site that provides access to results from all schools and districts with available data.

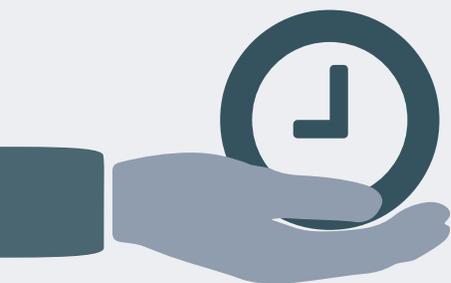
The educator survey is the state department's most comprehensive tool for gathering feedback from educators statewide, and it continues to play a central role in department strategy and goal-setting. In this report, we highlight some of the central trends in survey data that are most actionable for state, district, and school leaders. In particular, we describe the needs that teachers report in the areas of instructional time, curriculum and materials, teacher evaluation, and professional learning. We also note the areas of improvement that seem most likely to result in greater learning opportunities for Tennessee's nearly one million students.

Survey responses increased by about 5,000 educators over last year.



Instructional Time

Survey responses point to key areas of need to further **protect teachers' instructional time.**



A key indicator of success in any school is whether teachers are able to focus on students during instructional time without undue interruptions. Over time, we have seen a steady and encouraging trend in teachers' responses to questions about the use of classroom time.

At the same time, survey results point to two separate issues that weaken teachers' ability to maximize instructional time. When interruptions occur, survey data demonstrate that it is often due to **disciplinary issues**. In last year's survey report, we noted that teachers were far less likely than administrators to report that their school effectively handled student discipline and behavioral problems. This trend continues to hold constant, with certain teachers reporting that they spend relatively high percentages of their instructional time on disciplinary issues. Teachers also report facing pressure from **the need to balance multiple, competing initiatives**. In particular, many teachers call out the trade-offs and challenges associated with the implementation of Response to Instruction and Intervention (RTI²).

Most teachers are pleased with their administrators' efforts to minimize needless disruption.

Eighty-five percent of teachers report that school leaders in their building protect their instructional time. Similarly, 80 percent of teachers across the state agree that they work in an environment where they are allowed to serve their students with minimal interruptions. These numbers have risen by 10 percentage points since 2014 and reflect well on school leaders' continued efforts to support teachers in delivering effective instruction for our students.

Many teachers, particularly those early in their careers, lose instructional time to student discipline and report needing more support for classroom management.

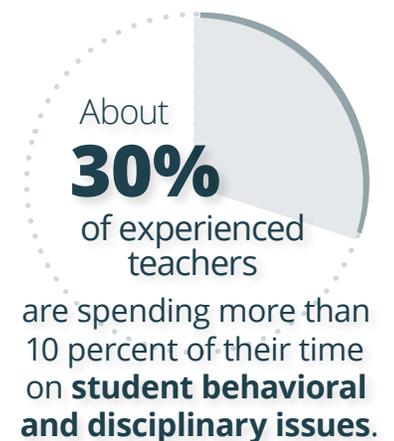
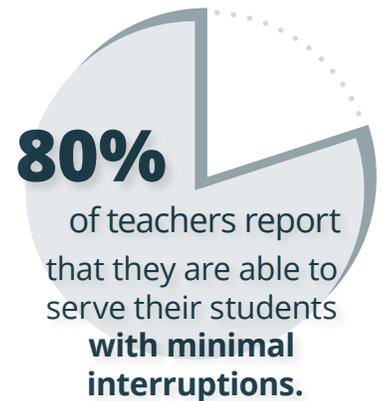
Early career teachers, defined as teachers who have been full-time classroom instructors for three years or less, emerge as the group most in need of support to reduce the impact of student behavioral issues on instructional time. Among first-year teachers, nearly half report spending more than 10 percent of their instructional time managing behavioral and disciplinary issues, and nearly 90 percent of all early career teachers report a need for more professional learning in "addressing students' non-academic needs." Similarly, three in 10 experienced teachers report spending more than 10 percent of their instructional time dealing with student behavior, and almost half that group report that discipline takes away more than 25 percent of their classroom time.

RTI² commands a significant portion of teachers' time and attention.

Across grade levels, teachers in open responses frequently mentioned the substantial amount of time they devote to implementing RTI², citing additional responsibilities that include administering screeners and progress monitoring tools and meeting with teams of other teachers and administrators, as well as the challenge of fitting intervention periods into their schedules. One teacher explained, "RTI² has reduced our class time for math to 60 minutes, English language arts to 60 minutes, and science and social studies are only given 30 minutes each day. The amount of collaborative time required to create, give, and score common formative assessments, as well as plan and put together Tier II and III instructional materials has also taken away from planning time that, in the past, would have gone to Tier I instruction." However, perceptions about the success of RTI² differ by grade level. In elementary, 74 percent of teachers report that they have seen evidence that RTI² can drive improvement, although only half say "the program has and will continue to improve student learning." At the high school level, about half of teachers have seen evidence of program success and 25 percent say the program has and will continue to improve student learning.

Teachers want initiatives to stick around long enough to have time to develop and demonstrate success.

In open responses, teachers commonly wrote about the pressure they feel to juggle multiple programs and directives, often without being given sufficient opportunity to develop the mastery required for program success. One teacher commented: "Initiatives should be given time to take root and grow; new initiatives or trends often displace protocols which have not been given enough time to prove their merit." These responses fit a larger pattern of teachers highlighting the demands of programs that seem to be at odds with each other. The majority of Tennessee teachers (58 percent) report feeling pulled in many different directions in terms of what to teach and how to teach it. Furthermore, less than half of teachers (43 percent) agree that instructional guidance (standards, pacing guides, assessments, instructional programs) in their district is stable and easy to keep updated on. Although this is not surprising given the recent shifts in standards, teacher responses indicate a need for more communication and adequate supports when these changes do occur. One respondent observed: "There are so many different initiatives, resources, and standards that I have been introduced to in my seven short years of teaching. I have no idea what is going to happen next. It's hard to take new things seriously when I know they will be forgotten about in two years. All the new initiatives have been great, but it's just too much."



Instructional Time

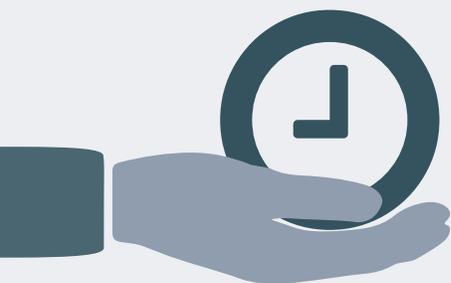
NEXT STEPS

Teachers' survey responses highlight some challenges posed by classroom management needs, by RTI² implementation, and by the impression of changing initiatives. How can we address this in coming years?

First, we recognize that the last decade has seen many significant transitions from multiple standards changes to statewide implementation of Response to Instruction and Intervention to a new and improved assessment that aligns to more rigorous standards. Each of these transitions results in local adjustments and instructional practices that must align to the larger shifts. We believe our state's standards approval process has now stabilized, with a rotating schedule of six-year reviews in each content area supporting teachers' long-term planning abilities. The 2017–18 school year marks the first full implementation of the math and ELA standards that resulted from this review process. Also, we just completed our first complete set of TNReady assessments in the 2016–17 school year. While these transitions have taken some time and adjustment, we believe we are entering a period of stability with attention fully focused on the alignment of these new expectations in classrooms across the state.

Second, we are increasingly working to construct our state initiatives as enduring supports that encourage coherence across efforts. For example, the state's Read to be Ready work, which integrates both summer reading grants and instructional coaching support, is a long-term initiative meant to provide focus and alignment around English language arts standards. To support in the area of student discipline, we are working to merge classroom management resources—including training in restorative practices and positive behavior interventions and supports (PBIS), as well as models for understanding and responding to behavior challenges such as school-based mental health services and adverse childhood experiences (ACEs)—into a common multi-tiered system of support model to reduce duplication and streamline district-level implementation.

Finally, we are re-examining our work around RTI². Like two-thirds of teachers in the state, we continue to believe in the potential of RTI² as a framework to better serve all students. In the next year, you should expect to see new guidance and resources around RTI² funding challenges and new trainings to address school-level needs. Our collaboration with districts in the Tennessee Early Literacy Network is also starting to produce concrete tools and processes to create stronger communication and collaboration across different RTI² personnel such as interventionists and classroom teachers.



RECOMMENDATIONS FOR SCHOOL AND DISTRICT LEADERS

1 **Review teacher responses** to the following Tennessee Educator Survey statements to understand the extent to which behavioral and disciplinary matters interrupt instructional time in your school and district.

- Teachers in my school are allowed to focus on educating students with minimal interruptions.
- School leadership protects my instructional time.
- In a typical week, what percentage of instructional time do you spend dealing with student behavioral and disciplinary issues?

2 **Support teachers who are struggling with student behavioral and disciplinary issues** by working directly with these teachers to identify primary concerns and then develop strategies to address needs in both teacher capacity and school structures.

3 **Review data related to RTI² implementation**, including educator survey responses. Work collaboratively with teachers to identify areas that could be improved to make RTI² more effective and more manageable.

4 **Turn a critical eye to the various commitments asked of teachers** (e.g., lunch duties, mandatory staff meetings, RTI²), and consider the extent to which those commitments are affecting teachers' ability to optimize their instructional time.

TEACHER COMMENT

“The biggest hurdle to effective teaching is time. I can plan better lessons, grade more papers, and have a better impact on student learning when I have sufficient planning time and minimal classroom interruptions.”

Curriculum and Materials

Tennessee teachers report difficulty identifying and accessing **high-quality instructional materials.**



High-quality instructional materials are critical to school success. Without easy access to strong materials and resources, teachers must devote critical planning time to assembling materials and compiling lessons.

This year's survey points to the difficulties that many teachers in Tennessee face in identifying and accessing high-quality instructional materials. The trend is particularly evident using data from the survey module offered to K-3 reading teachers. Respondents to this portion of the survey report that they spend an average of 4.5 hours per week creating and sourcing materials for their reading blocks.

Elementary reading represents an area of considerable concern for teachers because there has not been a new set of textbook approvals (due to the timing of review cycles) since the adoption of new standards in 2013. Additionally, we see evidence that some teachers across grades and subjects are struggling to create and source texts, tasks, and other materials needed to teach their students. As a result, instructional coaches' efforts and professional learning opportunities often focus on generating resources and materials—at the expense of time that might otherwise be spent on direct instructional improvement.



A substantial number of teachers are looking for additional support around curriculum and materials.

Teachers from districts across the state cited a lack of curricular resources in the open-ended final survey question. Teachers report that their lack of access to materials is hindering their ability to be successful in their classrooms. Teachers specifically mention a need for textbooks aligned to the state standards and for supplemental materials to use during instruction. As one teacher said, "It would be much more beneficial for me as a teacher to be able to use expertly created materials and focus my time on



Almost half of instructional coaches help teachers obtain resources and materials on **a daily basis**



though few coaches deem this one of the most effective uses of their time.

my delivery of that information.” Another teacher expressed the same idea: “My job is to teach them. My job is not developing a curriculum.”

Strong school and district curricula have the potential to reduce the teacher burden.

More than half (51 percent) of Tennessee’s K–3 reading teachers report that they create or acquire daily instructional tasks themselves or in collaboration with other teachers, rather than using a district or school-provided curriculum. K–3 reading teachers report spending an average of about 4.5 hours per week creating and sourcing materials for their reading blocks, though those with access to a school or district curriculum spend about half an hour less per week. These figures suggest that over the course of a full school year, teachers who entirely create or acquire their own materials spend as much as 18 hours more on this task.

Teachers’ curriculum burden has carried over to instructional coaches, who believe their time could be better spent in other ways.

Instructional coaches across grades and subjects spend a great deal of time providing teachers with resources and materials. About half of coaches

(48 percent) report that they help teachers obtain resources and materials on a daily basis. Only 15 percent of coaches included this activity within the top two most effective uses of their time. At the same time, only about 13 percent of coaches report daily planning with teachers even though over half of coaches list the activity among the top two most effective uses of their time.

Teachers place the highest value on professional learning activities that provide materials and plans for upcoming lessons.

Most teachers engage in professional learning targeted at producing lesson resources, with 70 percent reporting collaboratively planning lessons and 83 percent reporting working to develop materials or activities for particular classes. Teachers rate professional learning activities that produce concrete resources as the most helpful relative to all other activities. Seventy-five percent of teachers who participated in lesson planning and material development opportunities label those activities as helpful or very helpful.

Curriculum and Materials

NEXT STEPS

Teachers desire readily available, high-quality resources and materials. The state, district, and schools all share the responsibility for providing these resources. Currently, the department and several district partners have engaged in a few pilot efforts to meet this need, which should ease the intensive time burden of creating and sourcing materials. As part of Read to be Ready, the reading coach consultants and CORE ELA consultants, in collaboration with TNTP, have been working to develop unit starters for grades Pre-K–3. These unit starters will be anchored in science content appropriate for each grade level and will incorporate the instructional practices from the coaching network and [Teaching Literacy in Tennessee](#). The unit starters will include texts to be used for various purposes in the reading block, question sequences, task sequences, and culminating tasks. The first set of unit starters will be released for implementation this fall and teacher feedback will be used to inform the development of a second unit at each grade level for the spring semester.

In another pilot effort, 12 districts are working with LIFT Education, the State Collaborative on Reforming Education (SCORE), and the department in expanding and improving the time students spend on rich, complex texts. In the 2015-16 school year, teachers in each district piloted either Core Knowledge, Wit & Wisdom, or both, with most of the piloting teachers (87 percent) reporting that the new materials allowed them to deliver higher-quality lessons than what they were doing in the past, according to a SCORE survey. While these pilots are limited to specific grade and content areas, the department is in the process of developing a coordinated strategy around resources and materials for other grades and content areas.

Our textbook adoption process aims to provide choices of high-quality, well-aligned materials for districts to adopt and purchase. To this end, we have developed a new cycle of adoption that aligns with standards revision; so, once we have moved through this cycle, materials that are fully aligned to the new standards will be available. In the meantime, districts may adopt and purchase off-cycle through the revised textbook waiver process, and the department will continue to explore ways to provide access to supplemental materials that are aligned and will serve to help teachers as they seek stronger, more aligned materials.



RECOMMENDATIONS FOR SCHOOL AND DISTRICT LEADERS

1 **Review teacher responses** to the following Tennessee educator survey questions to see how much time early grades teachers in your district and schools report spending creating resources and materials.

- On average, how many hours per week do you spend creating or sourcing materials for your reading block?
- Which of the following best describes the daily tasks in your reading block?
 - The daily tasks are directly out of a district or school-provided curriculum.
 - The daily tasks are modified from a district or school-provided curriculum.
 - I create/acquire the daily tasks myself using resources outside of my school/district (e.g., online, etc.)
 - I develop the daily tasks collaboratively with other teachers.

2 **Examine the alignment between your existing instructional materials with our current academic standards** using the screening instruments and process shared at standards roll-out training (summer 2017).

3 Ensure teachers have had **proper standards training and follow-up** in ELA and math, including the training on evaluating materials for standards alignment.

4 **Consider use of the unit starters** the department will be releasing during the 2017-18 school year.

TEACHER COMMENT

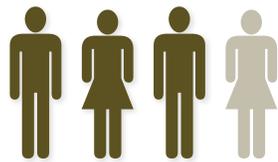
“Quality, uniform teaching resources need to be provided for teachers. The time and training for using the resources correctly and effectively also needs to be a priority. Teachers should not be spending hours searching for and many times modifying instructional materials to teach standards. They also should not be spending their own money to purchase these materials.”

Teacher Evaluation and Feedback

Teachers who find evaluation most useful **receive more feedback** from evaluators paired with adequate time, materials, and access to staff expertise.

When teacher evaluation works well, it helps teachers improve their craft. Almost seventy-five percent of Tennessee teachers agree that the teacher evaluation process used in their school has led to improvements in their teaching. First-year teachers were especially likely to report the process as valuable with 85 percent agreeing that evaluation has helped them improve.

The number of teachers reporting that the evaluation process has improved their teaching has doubled and increased steadily since 2012 when just 38 percent agreed with this statement. This increase reflects major progress on the part of district and school leaders in implementing effective evaluation practices.



3 out of 4 teachers report that the evaluation process improves their teaching.

Still, one-quarter of teachers do not agree that evaluation is helping them improve their teaching.

These teachers are not primarily those who receive low scores in the system. In fact, the distribution of evaluation ratings looks very similar among teachers who report that evaluation helps them improve and those who did not, with about 40 percent of teachers in each category earning level five evaluation ratings. The key differentiator here is that teachers who note no improvement in their teaching tend to report very different experiences within the evaluation system compared with their more positive peers. These differences offer insight into potential levers for further improving the evaluation process.

Teachers who report improvement receive more feedback.

Seventy percent of the teachers who agree evaluation is leading to improvement report that a member of their school's leadership team provided them with feedback regarding their evaluation from the previous school year compared to 51 percent of teachers who do not feel that evaluation led to improvement.

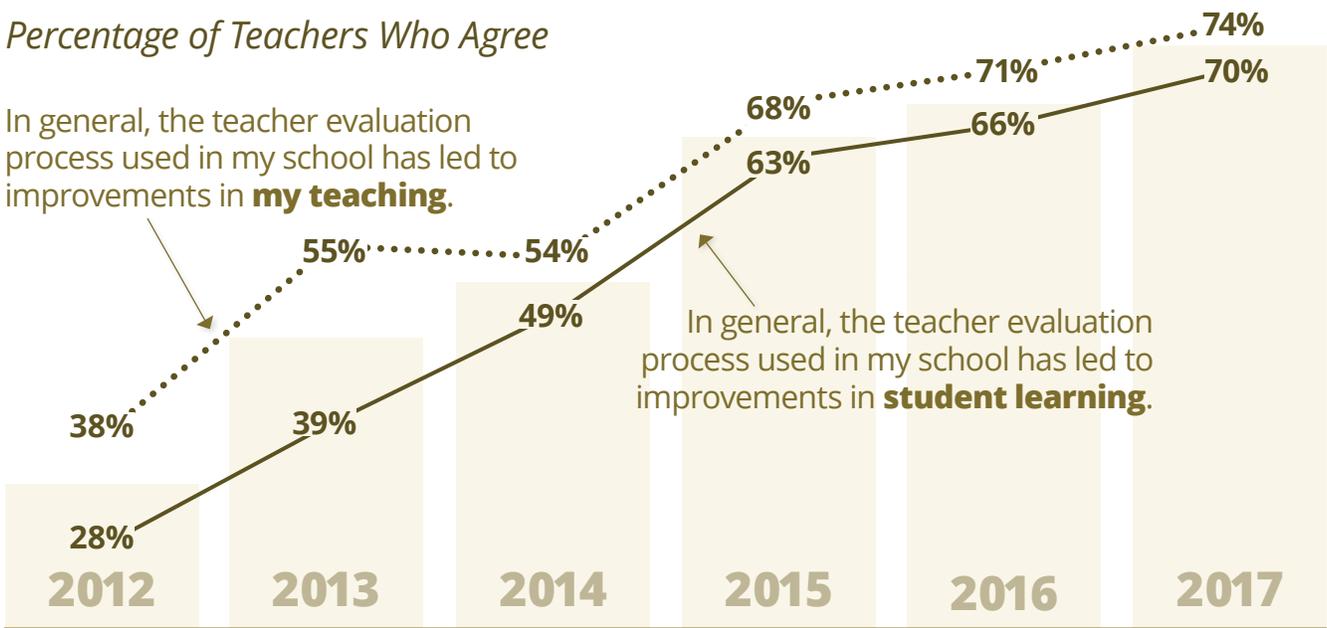
Teachers who report improvement receive detailed feedback targeted at their professional learning.

Almost 90 percent of the teachers who agree that evaluation is leading to improvement report receiving very detailed feedback on their strengths



CHANGE OVER TIME IN EVALUATION PROCESS RESPONSES

Percentage of Teachers Who Agree



and weaknesses through the evaluation process compared to about half of disagreeing teachers. The agreeing teachers were also more likely to report that, when they do get feedback, it feels more about learning than judgment. Sixty-four percent report that feedback from their evaluator was focused more on “helping me improve my teaching than making a judgment about my performance” compared to 49 percent of disagreeing teachers. As a result, the teachers who agree that evaluation is leading to improvement are more likely to take action regarding targeted areas of improvement. Eighty percent of the agreeing group report that they took action in response to evaluative feedback compared to only 55 percent of those who disagree that evaluation has led to improvement.

Teachers who report improvement view observers as qualified evaluators.

Almost 90 percent of the teachers who agree that evaluation has led to improvement report that the individual who observes their class has the expertise to evaluate their practice compared to only 55 percent of disagreeing teachers. Furthermore, the teachers reporting improvement seem to have more confidence in the overall

accuracy of the evaluation process. These teachers are more likely to perceive that evaluation criteria are applied equally to all teachers, regardless of their background or level of experience (80 percent compared with 42 percent) and are more likely to believe that different evaluators reviewing the same evidence would give the same rating (63 percent versus 18 percent).

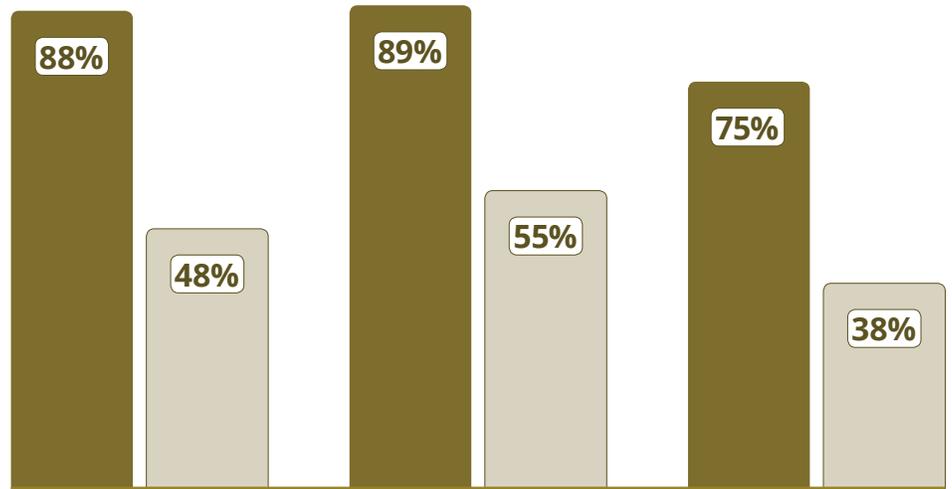
Teachers who report improvement also note adequate supports for participating in the evaluation process.

Seventy-five percent of the teachers who agree that evaluation is leading to improvement report having adequate leadership support for evaluation compared to 38 percent of disagreeing teachers. There are similar differences in the percentages of teachers who reported having adequate time, materials, and access to staff expertise. Interestingly, both groups of teachers rate the process of evaluation as relatively burdensome, but the numbers are far higher among the teachers who did not report improvement. Among teachers who viewed the evaluation system as helpful, 44 percent rate the evaluation process as highly burdensome compared with 75 percent of disagreeing teachers.

Teacher Evaluation and Feedback

TEACHERS' PERCEPTION OF EVALUATION FEEDBACK

Percentage of Teachers Who Agree



I receive very detailed feedback on my strengths and weaknesses through the evaluation process.

The individual who observes my classroom has the expertise to evaluate my practice.

I have strong or adequate leadership support for participating in evaluation.

Teachers who report improvement

Teachers who do **not** report improvement

TEACHER COMMENT

“The more times an administrator can drop in for 5-15 minutes in each class, the more they will get a sense of what is actually going on in that class on a regular basis and thus they would be able to give quick easy feedback that can help shape any issues they observe with a teachers classroom. It would also allow them to see the positives going on and praise a teacher for what they see is going great. Administrators could also get ideas to share with other teachers that may need help in an area.”

NEXT STEPS

Teachers who say that evaluation improves their teaching report more extensive and actionable feedback and more qualified evaluators.

The department is revising all principal trainings, including observer certification, TASL training, and leadership courses, to emphasize and facilitate personalized, specific feedback. We are also considering additional guidance documents for evaluators to assist in providing content-based feedback. These documents are currently available for special education and English Learner (EL) teachers.

In addition to pushing for more useful feedback following observations, the department is working to ensure that educators receive actionable feedback from their students' performance on state assessments and through the student-growth portfolio model. The department has also convened an Educator Effectiveness Advisory Council, and its representatives are engaging in discussions regarding improvements to the state's evaluation system. This group will consider the feedback provided on the educator survey in their meetings this year and advise the department on how to best address educator concerns.

RECOMMENDATIONS FOR SCHOOL AND DISTRICT LEADERS

1 Review teacher responses to the following Tennessee educator survey statements to understand how your teachers view evaluation in your school and district.

- In general, the teacher evaluation process used in my school has led to improvements in my teaching.
- The processes used to conduct my teacher evaluation are fair to me.
- During this school year (2016-17), feedback that I received from my evaluator was
 - Focused more on helping me improve my teaching than making a judgment about my performance.
 - Focused more on making a judgment about my performance than helping me improve my teaching.
 - Equally focused on helping me improve my teaching and making a judgment about my performance.

2 Set goals to ensure that every teacher in your schools receive meaningful feedback on their previous year's evaluation. Use this opportunity to empower teachers to take action rather than making a judgment about their practice.

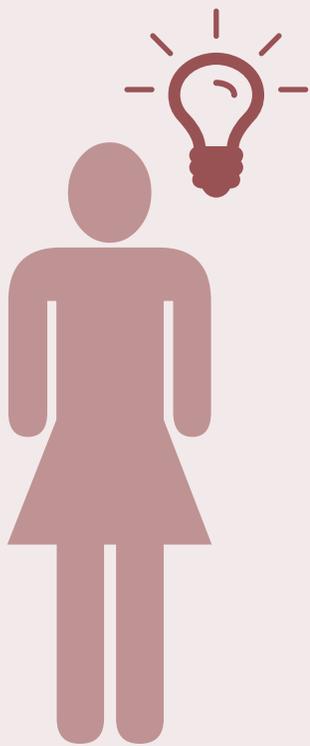
3 Monitor progress of teacher evaluation during the school year. Check in with your teachers throughout the school year to ensure that they are receiving the proper supports necessary to improve their experience with the evaluation process.

4 Consider aligning school and district professional learning opportunities to feedback from teacher evaluation.

5 Ensure that evaluators have the necessary training and support to enable them to provide teachers with an experience that emphasizes the professional learning aspect of evaluation.

Professional Learning

Teachers report relatively **few opportunities** for personalized professional learning.



Teachers should have access to rigorous, aligned professional learning opportunities. Three-quarters of Tennessee teachers report that they receive at least some professional learning support that enhances their abilities to meet the diverse needs of student learners. Moreover, 82 percent report that their school supports a learning community among staff in which ideas and suggestions for improvement are encouraged.

3 out of 4 teachers



say their professional learning **enhances their abilities** to meet the diverse needs of student learners.

MOREOVER

82% of teachers report

that their school supports a learning community among staff that **encourages ideas and suggestions** for improvement.

Nevertheless, survey results also point to several areas of improvement. Many teachers report that they spend large amounts of professional learning time engaged in activities that do not meet their needs. Teachers also report having little say over their professional learning opportunities and identify a lack of follow-up from administrators to ensure that activities and trainings have made a difference.

Tennessee teachers spend too much time engaging with activities that do not achieve their intended effect.

Forty percent of teachers report that they do not take part on at least a monthly basis in any professional learning activity that they perceive as helpful or very helpful, and about half of teachers across the state report that they take part at least once a month in a professional learning activity that they do not perceive to be helpful.

7 in 10 teachers



characterize their professional learning experience as **primarily prescribed** to them by their school or district.

Many Tennessee teachers' report having a minimal role in designing their professional learning experience.

Nearly seven in 10 teachers characterize their professional learning experience as primarily prescribed to them by their school or district. However, teachers who say they design their professional learning in collaboration with administrators are more likely to report receiving suggestions for professional learning that were tailored to their needs (86 percent to 68 percent). Open response comments reflect a similar pattern. One teacher wrote: "As a professional, who better to know what I need for personal growth in the profession and to improve my students' access to information and instruction than me?"

Teachers who are most satisfied with the quality of their learning experiences are also most likely to receive follow-up from an administrator.

Only 57 percent of teachers report that they receive administrator follow-up regarding the quality of professional learning activities in which they have participated. However, the teachers who report that they receive administrator follow-up to

ensure that their professional learning trainings or activities have made a difference are more likely to report receiving professional learning support that enhances their ability to meet their students' needs (89 percent to 55 percent). Similarly, these teachers are also more likely to report receiving suggestions that are tailored to their needs (87 percent to 50 percent). These teachers are also more likely to engage once a month or more with professional learning activities that they consider "helpful" or "very helpful."



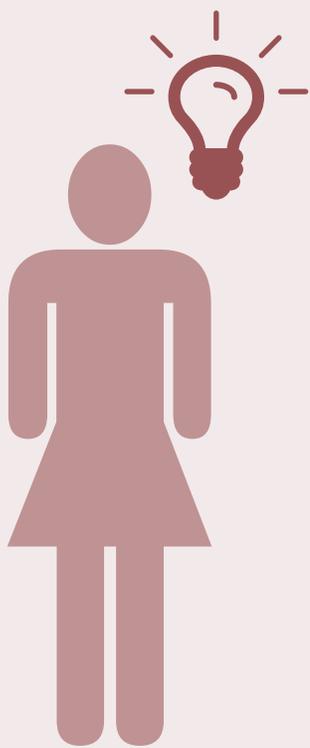
Professional Learning

NEXT STEPS

Most teachers view their schools as learning communities, but the status quo for professional learning features top-down trainings rather than the personalized experiences that teachers say result in more effective learning opportunities.

Over the past year, the department has pulled together a professional development council aimed at developing new ideas about how the department can best support personalized professional learning statewide. As a first product, the council developed a rubric for districts to use both to measure the quality of learning opportunities across their schools and to guide the development of new high quality offerings. In the next year, the council plans to consider new teacher induction programs across the state and to make a recommendation about potential department work in this area.

The department also supports several programs aimed at helping schools and districts provide a more personalized professional learning experience for their teachers. This fall, the department is making available the Instructional Partnership Initiative (IPI) to all schools in the state. Through this program, the department provides principals with suggested teacher partnerships based on specific observation indicators; these indicators then serve as a focus for teacher collaboration and peer support. Other tools that can help districts and school personalize professional learning include participating in activities like micro-credentialing or the Teacher Leader Network. Additionally, many department teams engage with districts and schools to develop targeted trainings around specific topics upon request.



RECOMMENDATIONS FOR SCHOOL AND DISTRICT LEADERS

1 Review teacher responses to the following Tennessee Educator Survey statements about professional learning, and use this data to evaluate the extent to which the professional learning plan in your district is meeting the needs of your teachers.

- I receive specific suggestions for professional learning that are tailored to my needs.
- I receive professional development support that enhances my abilities to implement instructional strategies that meet the diverse needs of student learners.
- Please indicate the degree to which you need more professional learning, training, mentorship, or other support in the following areas [list of choices included in survey question].

2 Consider the extent to which professional learning in your district is prescribed to teachers versus collaboratively designed. Identify opportunities for teachers and administrators to strategically modify some of the experiences that your district or school intends to deliver this year.

3 Follow up with teachers and monitor professional learning progress throughout the year. Offer teachers an opportunity to provide qualitative feedback on what was and was not helpful about specific professional learning experiences. Track whether teachers' experiences have had the desired effect.

TEACHER COMMENT

“ I think teachers should have more of a say in their professional development. I would also like to see more integration PD classes offered, especially those that teach how to integrate math and science into different areas.”

Conclusion

This report captures only a subset of the information contained in Tennessee’s annual educator survey. Across the next year, the research team at the department, along with our partners at TERA, will continue to analyze these data to identify patterns and themes. These analyses will continue to inform department planning and direction. We hope that those of you in districts will do the same, noting trends in your specific data and combining these results with the other data and information you gather to identify priority areas for the coming year. Thank you again for your feedback and for your service to the students of Tennessee.

Endnotes

1. The Tennessee Education Research Alliance was formerly known as the Tennessee Consortium on Research, Evaluation, and Development. The opinions in this report derive solely from the Department of Education and not from the Research Alliance.

