Tennessee Educator Survey

2022 Overview

A report from the Tennessee Department of Education

TN Department of Education

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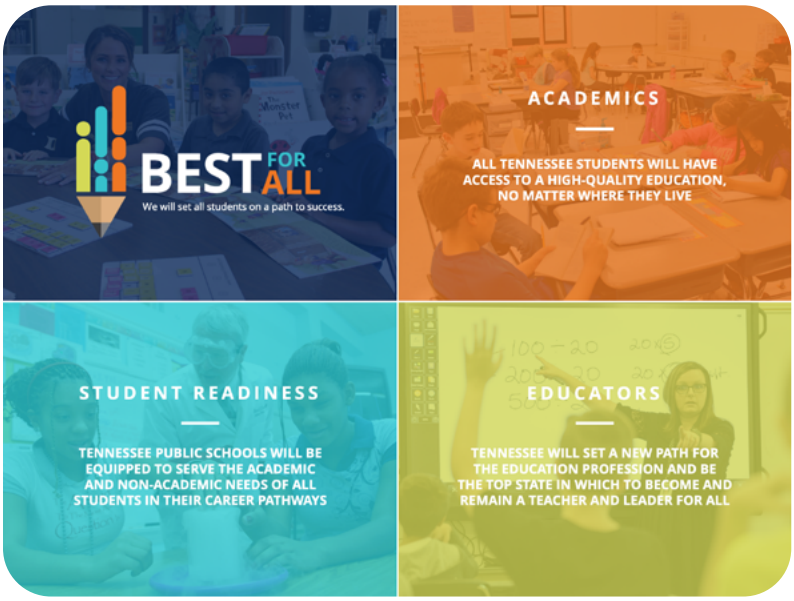
Introduction

The Tennessee Educator Survey (TES) is the most comprehensive annual survey used to understand the experience of educators across Tennessee. Each year, the Tennessee Department of Education (department) and Tennessee Education Research Alliance (TERA) gather information to ***empower stakeholders and decision-makers across the state to better meet the needs of teachers.*** The TES intends to give researchers and policymakers ***key insights into the lived experiences of Tennessee teachers on a variety of topics*** including teacher satisfaction, preparedness, workload, and engagement with key department initiatives.

This report highlights the major takeaways from the 11th annual Tennessee Educator Survey, administered in spring 2022. The TES has collected over a decade's worth of information and it continues to build on years of insights and hone in on key policies, providing an excellent roadmap of where we go now as a state to continue to attract and retain Tennessee educators. Key policies informed by the TES include teacher retention initiatives, school funding, and COVID-19 recovery supports.

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



TN Department of Education

TN Education Research Alliance

About the TES

The TES, administered under a partnership between the department and TERA, 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 Best for All strategic plan. ***Best for All aims to set all Tennessee students on a path to success through strategic policies, programs, and practices.***

By contributing to research across Best for All's focus on supporting academics, student readiness, and educators, TERA's work has informed key findings around school leadership; educator diversity, development, and compensation; and school turnaround. The department remains laser focused on 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 the work of the department 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.

2022 REPORT

Tennessee Educator Survey & Findings

About this Year's Survey

THE 2022 TES WAS CONDUCTED

MARCH 9 TO MAY 6

IN TENNESSEE...

51% OF TEACHERS +

51% of ADMINISTRATORS

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

TES PARTICIPANTS INCLUDED...

32,000+ TEACHERS

UP TO 2,000 ADMINISTRATORS

5,000+ OTHER CERTIFIED STAFF

39,416 TOTAL TES PARTICIPANTS

FINDING 1

Overall, teachers' responses indicate support for key academic initiatives the state has launched to recover learning and accelerate student achievement.

To combat the impacts of learning loss, Tennessee has implemented a plan to utilize a data-centered approach to give students personalized and unique learning experiences that allow them to grow and succeed beyond expectation. Overall, teachers in Tennessee demonstrated support for the key components of this plan including:

- High-impact tutoring
- General academic support on subjects such as ELA and math
- Assessments as a support for refining teacher practices
- Additional COVID-19 recovery initiatives

Tutoring

The 2022 TES found that Tennessee educators believe that the tutoring their students receive is associated with improved academic performance. Eighty-two percent of teachers who responded believed that the tutoring their students had received was associated with improved academic performance in their classroom. Regarding Tennessee Accelerating Literacy and Learning Corps (TN ALL Corps), the state's high-dosage, low-ratio tutoring program, ***87 percent of teachers who responded reported seeing a noticeable improvement in the academic performance of students who received tutoring through the TN ALL Corps program***.

TN ALLCorps
Tennessee Accelerating Literacy & Learning Corps

Curriculum

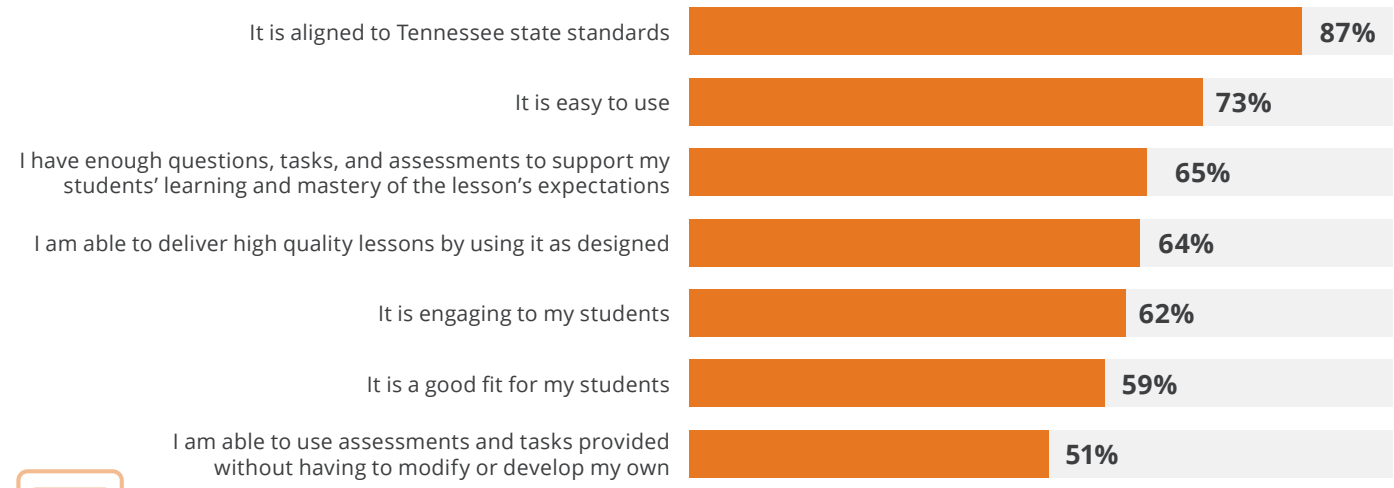
The 2022 TES asked teachers a variety of questions about curriculum and teaching resources to determine where more support was needed at both the district and state levels. In 2022, the TES asked English Language Arts (ELA) and mathematics teachers about curricular materials specific to their subject. 70 percent of teachers who responded believe the curriculum provided includes formative tasks and assessments to understand student progression.

A majority of ELA and mathematics teachers indicated agreement with a variety of statements about the quality and usability of the curriculum provided by their school or district.

Teacher Beliefs about School/District-Provided ELA Curriculum (% of teachers responding)

- It includes formative tasks and assessments that provide the information I need to monitor students' progress toward mastery
- It includes coherently sequenced texts and concepts
- I have received adequate training to use it
- It includes culminating tasks and assessments that allow students to demonstrate mastery in multiple ways
- It is easy to use
- It provides scaffolds to support all learners in my classroom
- It is engaging to my students

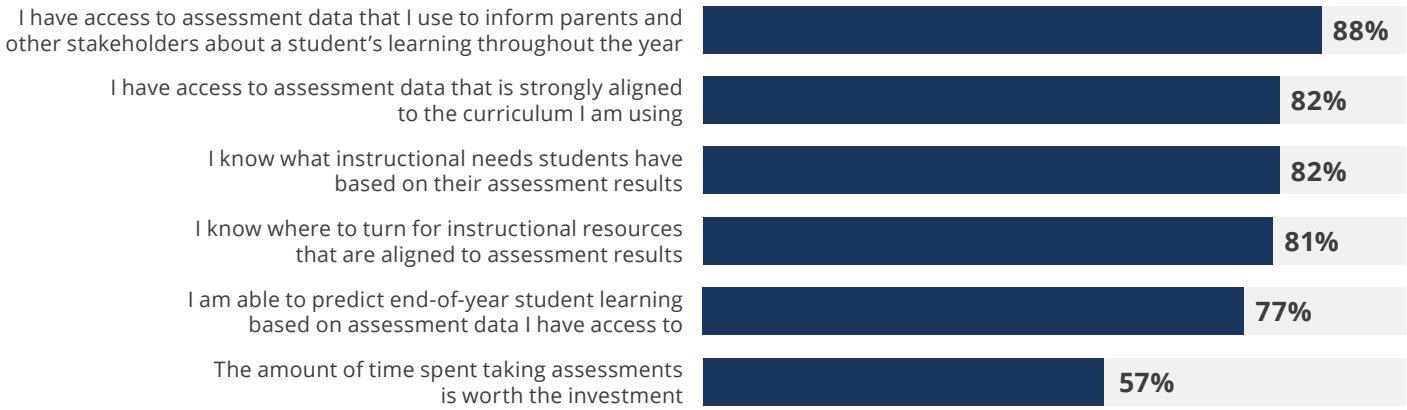
Teacher Beliefs about School/District-Provided Math Curriculum (% of teachers responding)



Assessments as a Support for Teaching Practice

Across the state, school districts use a variety of formative and summative assessments to measure student learning, including locally determined benchmark testing, and end-of-year assessments like the Tennessee Comprehensive Assessment Program (TCAP). A rigorous assessment system aligned to high-quality, Tennessee-specific academic standards is one factor that has helped Tennessee continue to make academic progress. The 2022 TES asked teachers to report on their access to and use of assessments, and teachers indicated assessments are effective teaching tools that help monitor and predict student achievement.

Teacher Access to and Use of Assessments (% of teachers responding)



COVID-19 Recovery: Learning Loss and Perceived Experience

In the 2022 TES:

48% OF TEACHERS reported they were only able to ***cover 75% or less of the curriculum*** they would cover in a normal year, down from 60% in 2021.

60% OF TEACHERS reported ***"students missing instructional time" as their greatest concern*** related to the COVID-19 pandemic, comparable to the response in 2021.

Fortunately, in January 2021, Governor Bill Lee and the Tennessee General Assembly convened a special legislative session on education, to address urgent issues facing Tennessee students and schools as a result of the COVID-19 pandemic. Specifically, the special legislative session passed legislation on:

Two key pieces of legislation passed during the special legislative session—the Tennessee Learning Loss Remediation and Acceleration Act and Tennessee Literacy Success Act— are essential to accelerating student academic achievement. The Tennessee Learning Loss Remediation and Acceleration Act established summer learning camps for elementary students to help them recover learning loss and accelerate academic achievement. The Tennessee Literacy Success Act laid the policy foundation for how our state teaches reading through phonics-based instruction.

FINDING 2

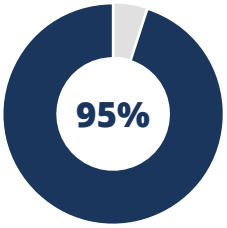
Teachers highlighted key supports that boost student success.

Tennessee has identified key strategies for preparing students for success, and teachers in Tennessee largely support strategies to address the student readiness as well as the non-academic needs of students, as evidenced in the TES results.

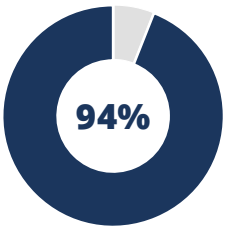
- Career and technical education (CTE)
- Other supports for non-academic needs
- Postsecondary achievement measures
- Trauma-informed practices

Career and Technical Education (CTE)

Of teachers who responded indicating that they teach CTE:



reported that their programs of study include ***course offerings that reflect local labor market needs***



reported that ***students are interested in those programs***

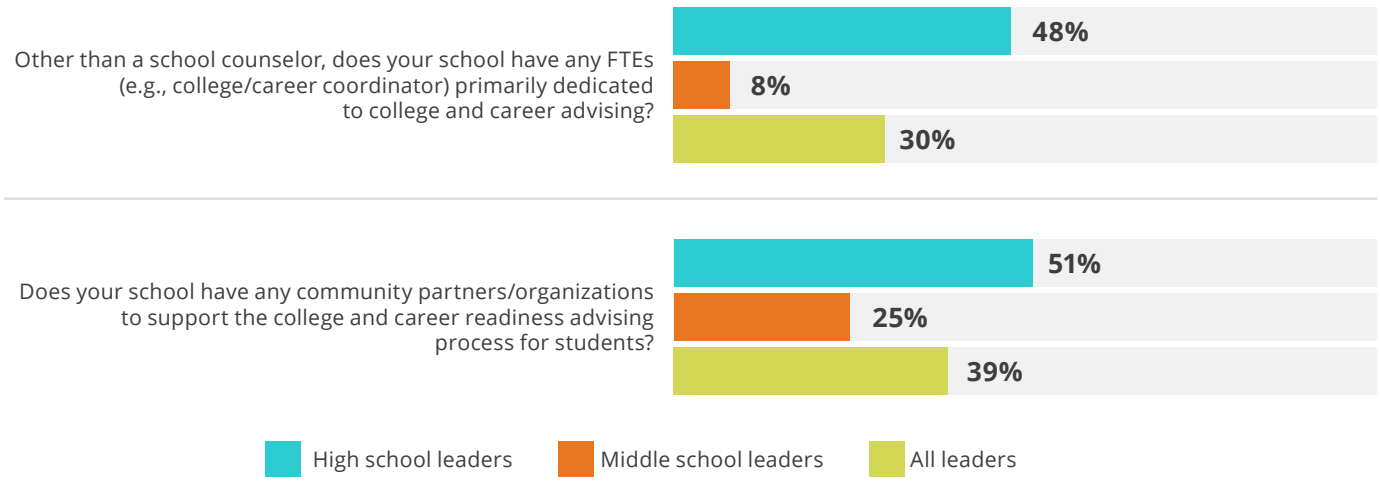
Postsecondary Preparedness

The 2022 TES asked middle and high school teachers to reflect on their ability to help students explore postsecondary plans. Overall, high school teachers reported being well-prepared to support students in postsecondary plans, with 94 percent of high school teachers who responded indicating they explicitly connect course content to college and career opportunities for their students, and 93 percent of high school teachers indicating being familiar with students' postsecondary and career goals.

Additionally, high school administrators were more likely than middle school administrators to indicate having community organizations and specific, building-level staff to help support college and career readiness.

Results from the 2021 TES indicated that more targeted support with postsecondary planning was needed in middle school grades. In 2022, 82 percent of middle school teachers who responded indicated they explicitly connect course content to college and career opportunities for their students, and 84 percent of middle school teachers reported being familiar with students' postsecondary goals. TES results suggest the value of continued focus on college and career education overall. Compared with 2021, about the same proportion of high school teachers and more middle school teachers in 2022 agreed that their course content is related to college and career opportunities and that they are familiar with post-secondary goals and pathways.

College and Career Staff in Middle and High Schools (% of school leaders responding)

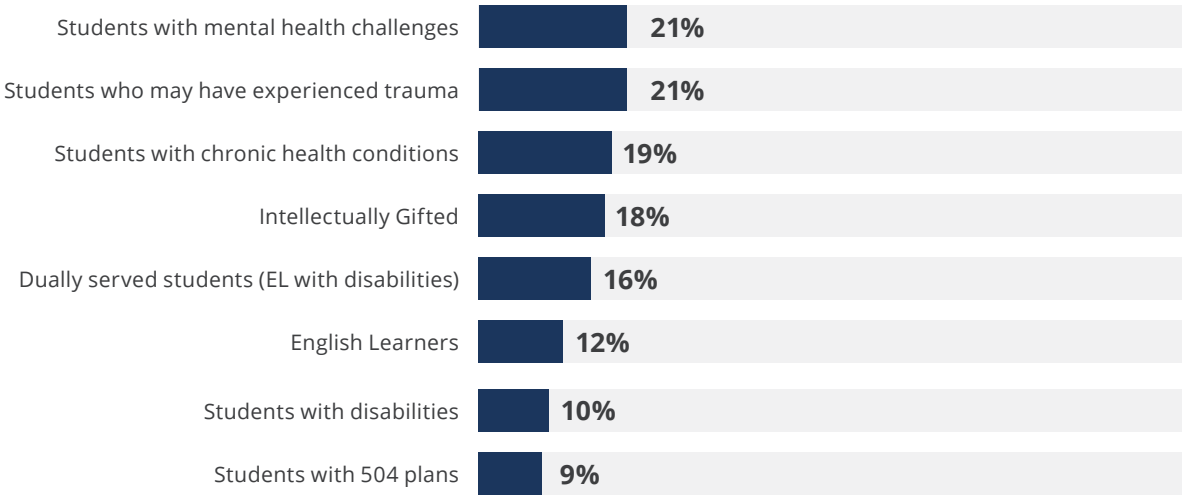


Non-Academic Needs

The 2022 TES asked teachers to report on their ability to serve the non-academic needs of students.

MORE THAN 1 IN 5 TEACHERS reported not having access to training nor resources to support students with mental health challenges or students experiencing trauma.

No access to either resources or training to support this group (% of teachers responding)



Trauma-Informed Practices

It is important for students to have supportive learning environments that are safe and welcoming, particularly by offering trauma-informed practices to support individual needs. On the 2022 TES, 65 percent of teachers who responded reported understanding how to use trauma-informed practices to support their students' needs, and 73 percent of teachers believed that their school's leadership and/or educators have an interest in expanding or adding trauma-informed practices.

The 2022 TES asked teachers to name the ***most urgent needs for additional support/resources*** at their school. Most frequently mentioned were ***counseling and psychological/social services (62 percent of teachers), and social/personal skills and school climate (56 percent).***

FINDING 3

Teachers highlight key opportunities to boost satisfaction and retention.

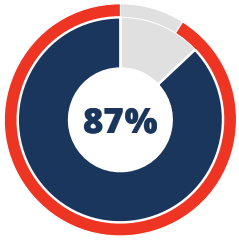
One of the key uses of the TES is to support state leaders in understanding the teacher experience in Tennessee. Teacher responses on these sections in particular provide helpful information on additional support or initiatives that might be needed to bolster the teacher profession in Tennessee.

Teacher Satisfaction

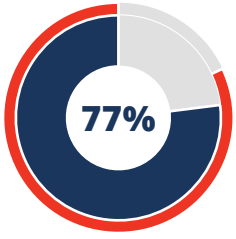
Teacher Retention and Staffing

Teacher Satisfaction

In the 2022 TES, of teachers who responded:



reported being ***generally satisfied with being a teacher in their school,*** down from 91 percent in 2021.



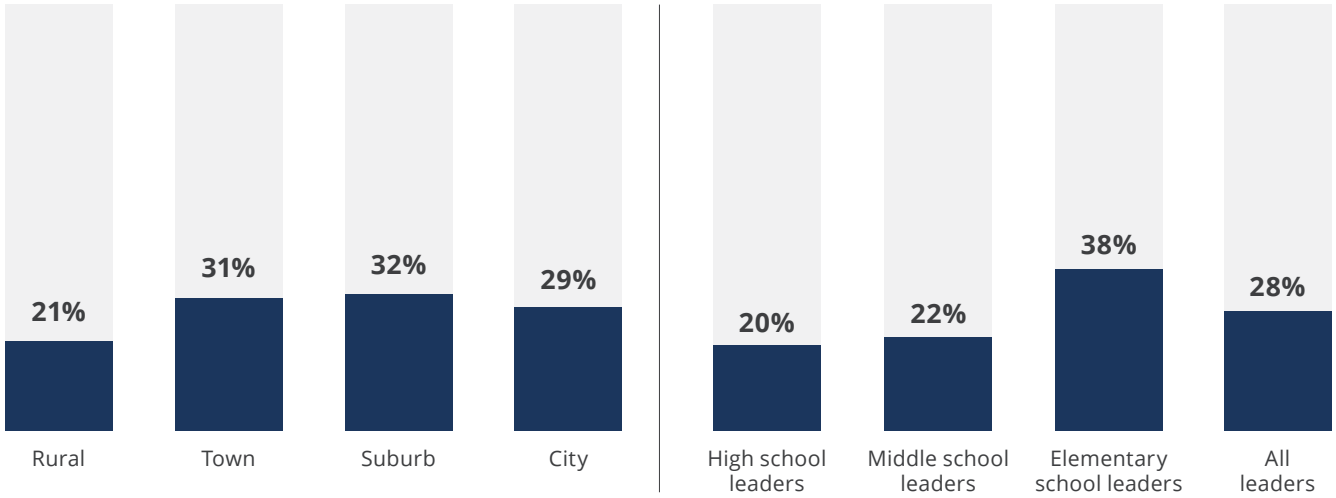
reported planning to ***continue teaching in their current school next year,*** down from 82 percent in 2021.

2022 2021

Teacher Retention and Staffing

Research indicates that teachers are the most important in-school influence on student achievement[1]. Given the impact of teachers on students' academic outcomes, it is important to monitor the teacher labor market in Tennessee. The 2022 TES asked administrators to reflect on staffing needs within their district and report whether they have a sufficiently large pool of applicants to choose a qualified applicant for open teaching positions. While responses indicate difficulty with hiring qualified applicants in all areas and grade bands, staffing challenges are worse in certain categories. Only 21 percent of rural school leaders who responded, and 20 percent of high school administrators who responded, reported having a sufficiently large pool of applicants to choose a qualified applicant for open teaching positions.

Percent of teachers who agreed or strongly agreed there is sufficient pool of applications to choose a qualified candidate from for open positions at their school:



1 Hanushek, Eric A., John F. Kain, and Steven G. Rivkin. 1998. "Teachers, Schools, and Academic Achievement." New York: National Bureau of Economic Research Working Paper No. 669

2022 TES FINDINGS AND TENNESSEE'S BEST FOR ALL STRATEGIC PLAN

There are many ways Tennessee is currently implementing new models, initiatives, and priorities that address the findings from the 2022 Tennessee Educator Survey.

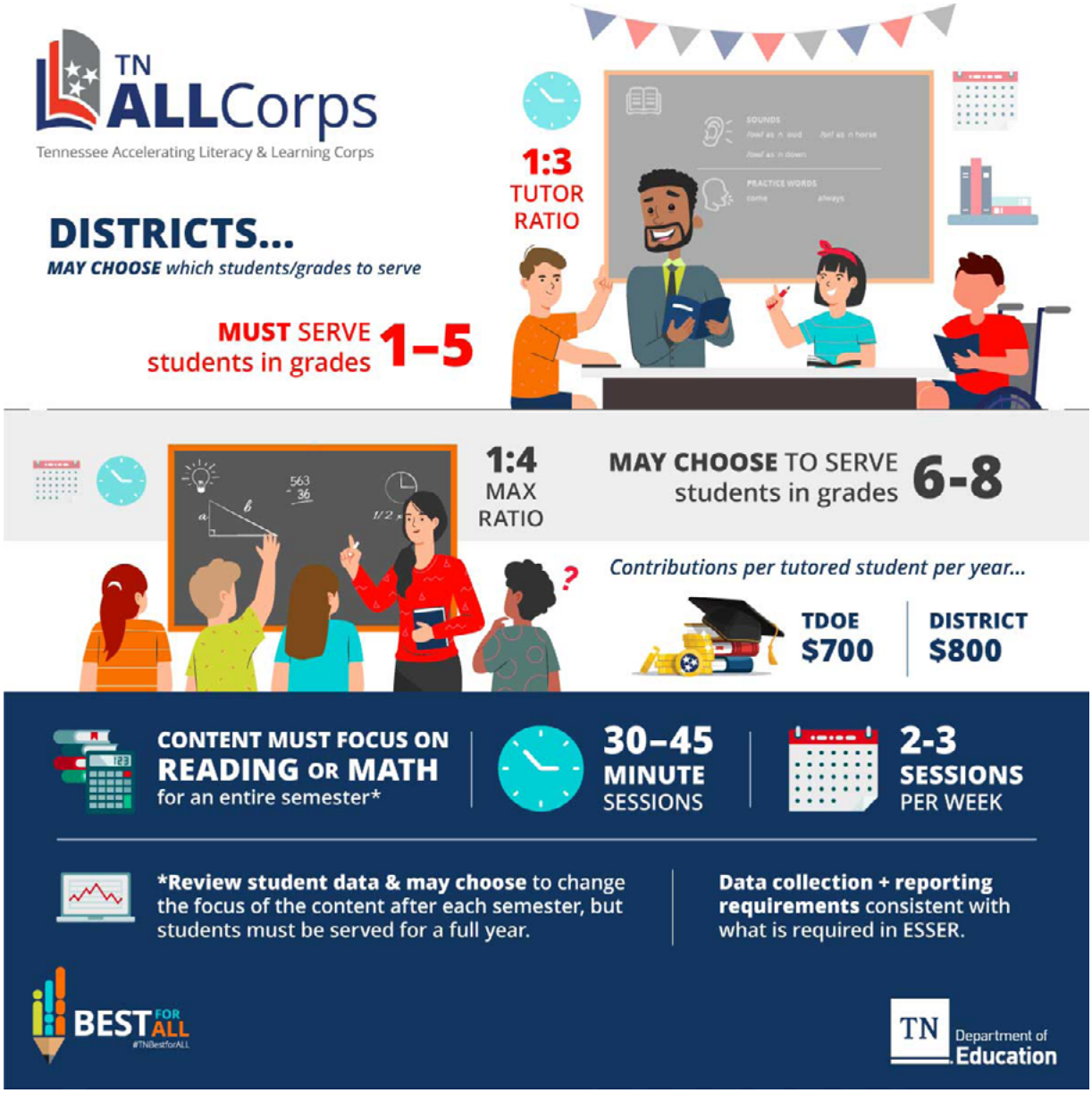
Through the ***Best for All strategic plan***, the state has created strong and strategic academic programs, partnerships, and grant opportunities for school districts focused on early literacy, learning loss recovery and acceleration, innovative school models to support postsecondary success, expansion of the educator pipeline, and the Tennessee Investment in Student Achievement (TISA) Act. Together, district and school leaders, educators, and families have made tremendous efforts to support children, close gaps and accelerate learning. Tennessee will continue expanding and improving these strategic initiatives to provide the best for all students.

TENNESSEE'S PROACTIVE RESPONSE *to Recover and Accelerate Student Learning*

An additional 25 districts began participating in TN ALL Corps in the fall of 2022, for a ***total of 87 districts***. Over half of all Tennessee districts are now participating and ***over 150,000 students are now served in TN ALL Corps sessions.*** In July 2022, the department awarded five regional community-based organizations the TN ALL Corps Community Partner Grant to launch new tutoring programs in the 2022-23 school year, which will ***serve an additional 20,000 Tennessee students with high-dosage, low-ratio tutoring sessions.***

These additional grants will allow community partners to reach additional students who would not have had access to tutoring and additional learning acceleration options.

All TN ALL Corps tutoring follows Brown University's evidence-based tutoring research and requires high-dosage, low-ratio sessions. These research elements include English Language Arts (ELA) and math tutoring, which are provided in small groups with a 1:3 adult to student ratio in grades 1-5, and 1:4 adult to student ratio in grades 6-8. Sessions must occur at least twice a week and be held for a minimum of 30 minutes in each session. In addition to the high-dosage low-ratio tutoring offered within TN ALL Corps, the TISA provides direct allocations for any rising 4th grade student who did not score proficient or above on their ELA TCAP. This direct funding can be used by districts to create their own high-dosage, low-ratio tutoring programs.



In 2019, the Tennessee Textbook and Instructional Materials Quality Commission conducted a statewide ELA adoption process. In June 2020, ***97 percent of districts indicated they adopted and purchased new materials for classroom use.*** During the 2020-22 school years, ***over 100 districts participated in literacy implementation networks.*** These networks have focused on supporting educators with implementation of their adopted ELA materials. Networks have focused on supporting lesson preparation, student work analysis, and teacher feedback.

The Tennessee Literacy Success Act contains requirements for teacher training in evidence-based literacy as well. Between May 2021 and August 2022, ***over 30,000 Tennessee educators have completed the required teacher training in foundational literacy skills.*** Of the 30,000 educators, ***another 18,000 teachers completed a full 60 hours of literacy training and successfully completed the performance assessment.*** Additionally, the Act requires educator preparation programs to provide teacher candidates with training on foundational literacy skills, and new teachers seeking to teach in K-5 grades will be required to pass a reading instruction assessment starting in August 2023.

The department also commissioned the development of supplemental instructional materials that focus on early reading. The TN Foundational Skills Curriculum Supplement is a free resource that provides pre-K through second grade teachers evidenced-based literacy lessons focusing on developing sounds-first instruction. These daily lessons help teachers ensure that students have focused instruction on learning to read. ***58 percent of pre-K teachers and 57 percent of K-2 teachers responding reported acquaintance with and at least some use of the supplement in their teaching.***

Tennessee educators have access to the TCAP Educator Portal to provide all educators in tested grades and subjects with results for individual students, the ability to create custom reports and print individual student score reports, and historical data for tested students.

The department also offers a suite of innovative assessment supports for educators including mock assessments, an item bank of released TCAP questions, and a set of optional assessments that are designed to inform educators on student readiness for the upcoming school year.

During the COVID-19 pandemic, Tennessee maintained its commitment to an annual statewide assessment to provide reliable data on how students are performing. This past school year demonstrates Tennessee schools are moving forward with a statewide laser-focus on helping students catch up from a pandemic and accelerate their learning. ***Overall, the statewide 2021-22 TCAP student participation rate was 98 percent, with 59 districts having participation higher than 99 percent.***

In alignment with the Best for All strategic plan, the department recognized the impending impact the global pandemic has on K-12 education in Tennessee and continues to proactively and strategically commit investments to prioritize meeting the needs of all Tennessee students through the state's ARP ESSER plan, which lays out the state's spending strategy for its portion of federal COVID-19 relief and stimulus funding to benefit K-12 education in Tennessee. Specifically, the state plan highlights combatting existing gaps in student achievement and opportunity, addressing the needs of rural communities, improving early literacy, investing in a statewide tutoring corps, TN ALL Corps, and accelerating student academic achievement across the state.

2021-22 TCAP Participation

59 DISTRICTS
HIGHER THAN 99%

1,950,372
TESTS TAKEN

749,453
BY UNIQUE STUDENTS

TENNESSEE'S FOCUS ON *Setting All Students on a Path to Success*

The TISA aims to allocate funding in alignment with individual student needs to prepare each high school graduate to succeed in the postsecondary program or career of the graduate's choice. This funding model also offers direct funding for students enrolled and progressing in Career and Technical Education Programs. The department will also conduct an annual review of all resources required to support the Career and Technical Education Program.

In July 2022, the department announced ***$2.9 million in Perkins Reserve Grants to 44 school districts for the 2022-23 school year to support career and technical education (CTE) across the state.*** This year's Perkins Reserve Grant recipients submitted applications for programs, initiatives, and strategies that help to foster innovation by identifying and promoting CTE programs, practices, and strategies to prepare individuals for nontraditional fields. Some applicants sought funding to provide drone technology and industry credentials for multiple programs, new culinary arts equipment for students, and a STEM makerspace for project-based opportunities. Other applicants focused on creating a school-based enterprise offering wireless internet service to eliminate barriers to student success and modernizing welding with industry standard equipment.

In 2022, the department released the intent to apply for the ***$500 million Tennessee Innovative School Models grant opportunity to boost opportunities for career readiness and student success statewide.*** The state will invest $500 million over the next four years to give all public middle and high schools the opportunity to establish an Innovative School Model.

INNOVATIVE SCHOOL MODELS

Through a partnership with the Tennessee Department of Mental Health and Substance Abuse Services, the department created the Emotional Support Line for Pandemic Stress and the Educator Emotional Support video series to support educators and district and school staff experiencing significant stress and anxiety due to the pandemic.

Additionally, the Tennessee Department of Children Services has continued to provide funding to the department for trauma-informed instructional approaches. This professional development opportunity was provided to 176 school cohorts. Thus, the percentage of students across Tennessee in trauma-informed school environments grew to approximately 14 percent.

In September 2021, the department received an approximately ***$4.7 million five-year Project AWARE grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to provide mental and behavioral support for students in three additional Tennessee school districts*** (Bledsoe County Schools, Haywood County Schools, and Scott County Schools) in collaboration with the Tennessee Health and Substance Abuse Services.

More specifically, the grant will provide training for school personnel to detect and respond to mental health needs and provide students and their families, as well as other adults within the community who interact with school-aged children with additional services and supports.

In August 2022, the department launched the Resilient School Communities grant for all Tennessee public school districts. This ***$10.2 million dollar investment addresses needs for school-based support, expand school-based initiatives, and increase staff capacity to best serve students, particularly through trauma-informed approaches.*** The grant funding will cover the cost of resources to train participating districts in trauma-informed practices while receiving regional and state-level support for full implementation. Additionally, the grant funding will increase staff capacity for school-based support, including mental health support staff, such as counselors, school psychologists, social workers, and behavioral specialists.

In spring 2023, the department will launch social and personal competencies training across the state. School staff will learn what social and personal competencies consist of, how skills have a structure of support much like academic skills and how explicitly integrating social personal competencies across settings can create positive outcomes for students, teachers, schools, and communities.

TENNESSEE'S PROACTIVE RESPONSE *to Improving Tennessee Educator Experience*

In 2022, the department and the University of Tennessee System announced the ***launch of the Tennessee Grow Your Own Center, a $20 million investment to support statewide scale for innovative educator pipeline work through Tennessee's Teacher Apprenticeship model.***

Tennessee is the ***first state in the country*** to sponsor Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Providers (EPPs). Tennessee's Teacher Apprenticeship model aligns leading practices in teacher preparation and development with the rigors of the nationally registered apprenticeship processes.

With a presence in every county statewide and multiple campus locations—UT Knoxville, UT Chattanooga, UT Martin, and UT Southern—the University of Tennessee System will leverage the System's reach to attract more aspiring educators to the profession. The Tennessee Grow Your Own Center will develop further innovative educator credentialing, additional endorsements, and professional development that reimagines coursework and content across entry points. The center's work will support an increase in the statewide EPP enrollment, developing future educators and leaders to better support the students and state of Tennessee.

TENNESSEE GROW YOUR OWN CENTER

Strengthening the educator pipeline

Closing

In conclusion, the 11th annual Tennessee Educator Survey (TES) responses highlighted the experience of Tennessee educators and overall school climate of K-12 education across the state as we emerged from a pandemic and focused on strong implementation of key policies. The TES continues to serve as a primary resource for the department, elected officials, and other education stakeholders to gain an understanding of Tennessee educators needs and where additional supports and resources are needed.

As we continue to focus on being the best state in which to become and remain a teacher, Tennessee is focused on teacher retention initiatives, school funding, and accelerating academic achievement while continuing to provide the best for all students.

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

A message from the Tennessee Educator Survey Team

To the more than 32,000 teachers, 2,000 administrators, and 5,000 other certified staff who participated in the Tennessee Educator Survey this year, we sincerely thank you.

Please continue to make your voice heard and hold us accountable to listen. To all readers, we thank you for your interest in learning from the perspectives of Tennessee's phenomenal educators.

For any questions on this brief, 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, peabody.vanderbilt.edu/TERA.

About Tennessee Department of Education

The Tennessee Department of Education serves the state's nearly one million PK-12 students in 1,800 schools across 147 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.

About the Best for All Strategic Plan

Tennessee's Best for All strategic plan sets a vision and intention that, together as a state, we will set all students on a path to success. The plan focuses the department's work on three strategic priorities: Academics, Whole Child, and Educators. By taking a comprehensive and coherent approach to providing quality academic programs, serving the whole child, and developing and supporting teachers and leaders, we can ensure Tennessee is the best for all students. For more information, visit bestforallplan.tnedu.gov.

Department of Education

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tn.gov/education

#TNBestforAll

We will set all students on a path to success.

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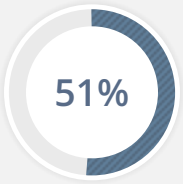
2022 Tennessee Educator Survey

Statewide Results for Main Survey

Showing All Teacher Participants



Participation Rate

About This Survey

The 2022 Tennessee Educator Survey is a voluntary and confidential survey open to all teachers, administrators, and other certified staff across the state. The survey is meant to provide direct feedback to administrators and policymakers on a series of key issues facing our schools and classrooms.

The survey is conducted in partnership with the Tennessee Education Research Alliance (TERA) at Vanderbilt University.

For a complete list of topics and downloadable questionnaires, please visit the Tennessee Educator Survey Landing Page.

To learn more about the survey from our partners at TERA, visit their Educator Survey webpage and read the survey overview, or direct further questions about survey administration to tned.research.alliance@vanderbilt.edu.

Participation Rate

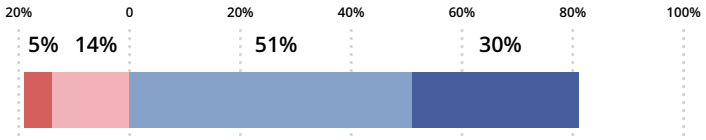
Survey results are only available if the survey sample includes ten or more people and the response rate is greater or equal to 45 percent.

School Climate

1. SUMMATIVE MEASURE: School Climate (a combination of seven key school climate questions)

Strongly Disagree Disagree Agree Strongly Agree

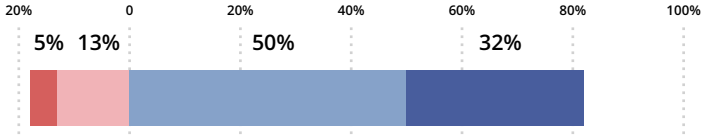
SUMMATIVE MEASURE: School Climate



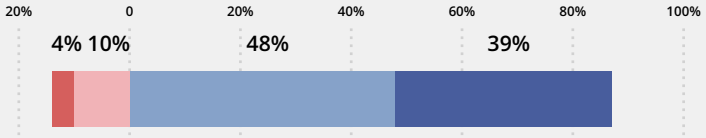
2. Please indicate the extent to which you agree or disagree with the following statements regarding your school.

Strongly Disagree Disagree Agree Strongly Agree

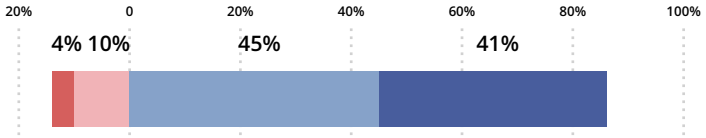
a. There is an atmosphere of trust and mutual respect within this school.



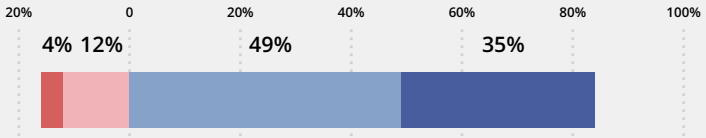
c. I am generally satisfied with being a teacher in this school.



d. I would recommend this school to parents seeking a place for their child.

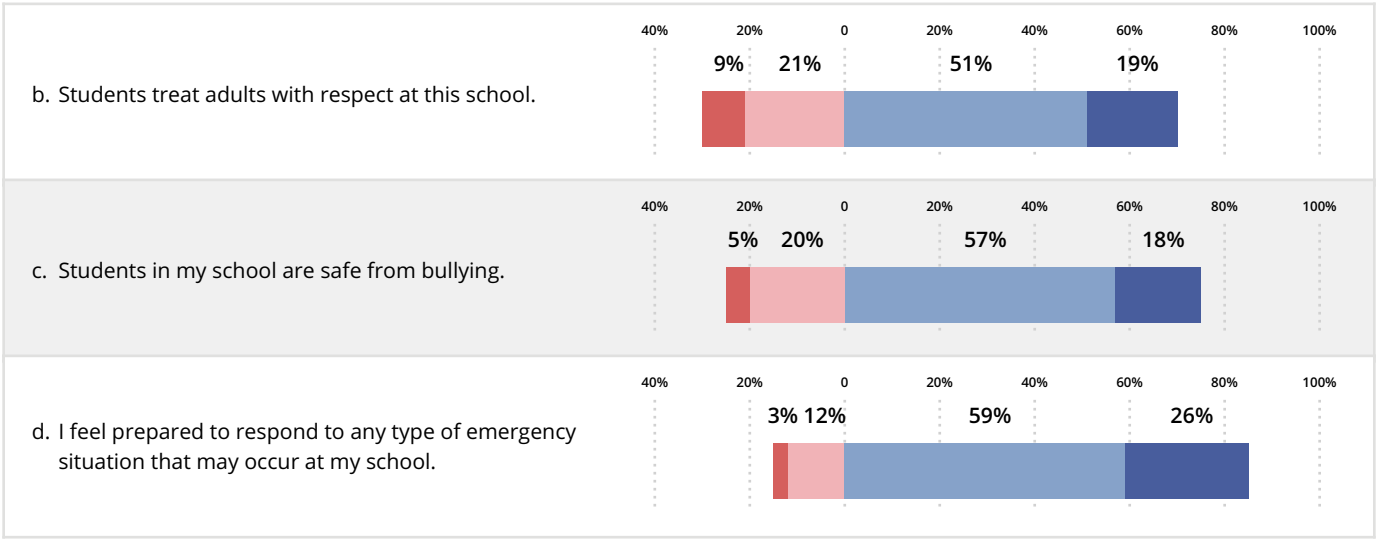


e. Our school staff is a learning community in which ideas and suggestions for improvement are encouraged.



3. Please indicate the extent to which you agree or disagree with the following statements regarding school safety.

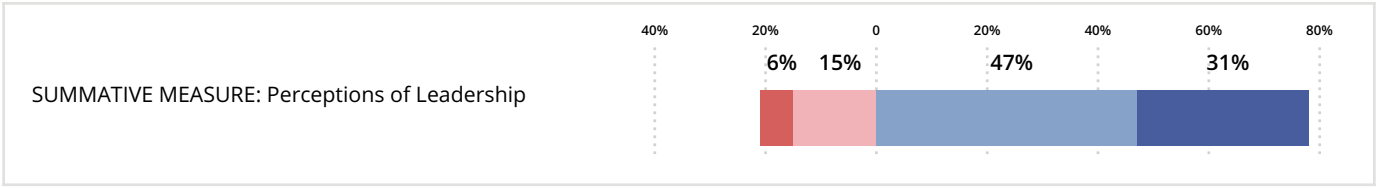
Strongly Disagree Disagree Agree Strongly Agree



Perceptions of Leadership

1. SUMMATIVE MEASURE: Perceptions of Leadership (a combination of ten key school leadership questions)

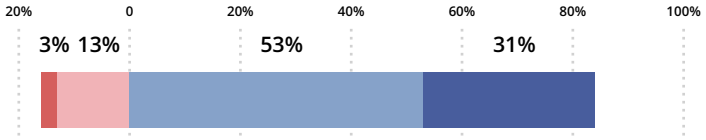
Strongly Disagree Disagree Agree Strongly Agree



2. Please indicate the extent to which you agree or disagree with the following statement regarding your school.

Strongly Disagree Disagree Agree Strongly Agree

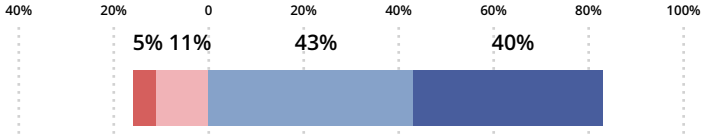
b. Teachers are encouraged to participate in school leadership roles.



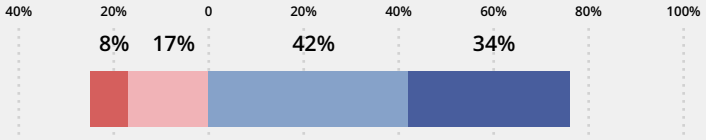
3. Please indicate the extent to which you agree or disagree with the following statements regarding school leadership in your school.

Strongly Disagree Disagree Agree Strongly Agree

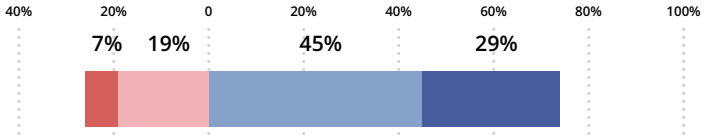
a. The principal at my school communicates a clear vision for this school.



b. The staff feels comfortable raising issues and concerns that are important to them with school leaders.



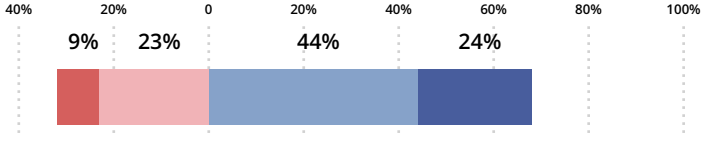
c. I like the way things are run at this school.



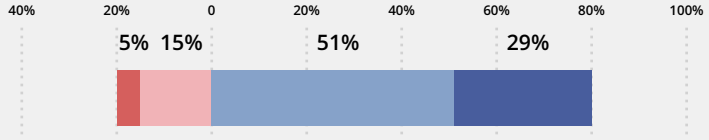
4. Please indicate the extent to which you agree or disagree with the following statements about your school's leader(s).

Strongly Disagree Disagree Agree Strongly Agree

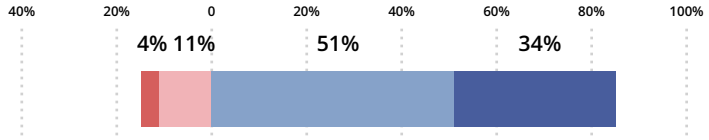
a. My school's leader regularly models effective instruction.



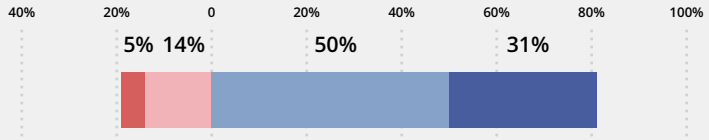
b. My school's leader regularly gives feedback on my instruction.



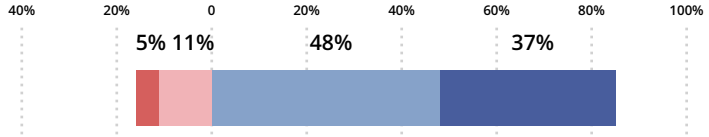
c. My school's leader knows my instructional strengths and areas of growth.



d. My school's leader is knowledgeable about the curricula being used.



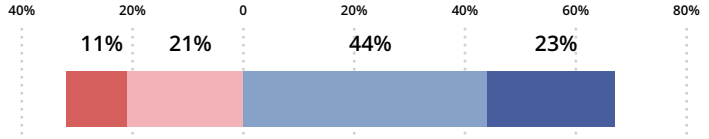
e. My school's leader is knowledgeable about the non-academic needs of my students.



5. Please indicate the extent to which you agree or disagree with the following statement regarding school safety.

Strongly Disagree Disagree Agree Strongly Agree

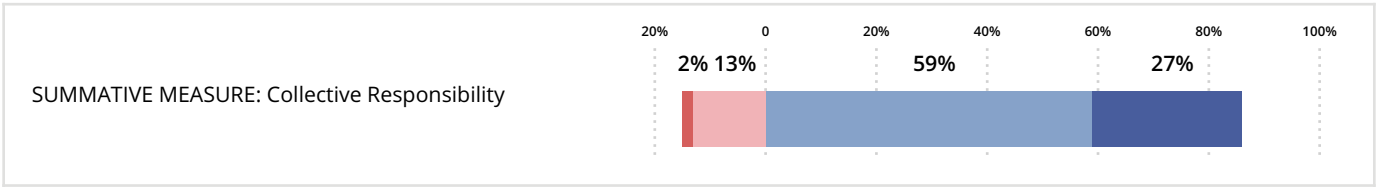
a. School leadership effectively handles student discipline and behavioral problems.



Collective Responsibility

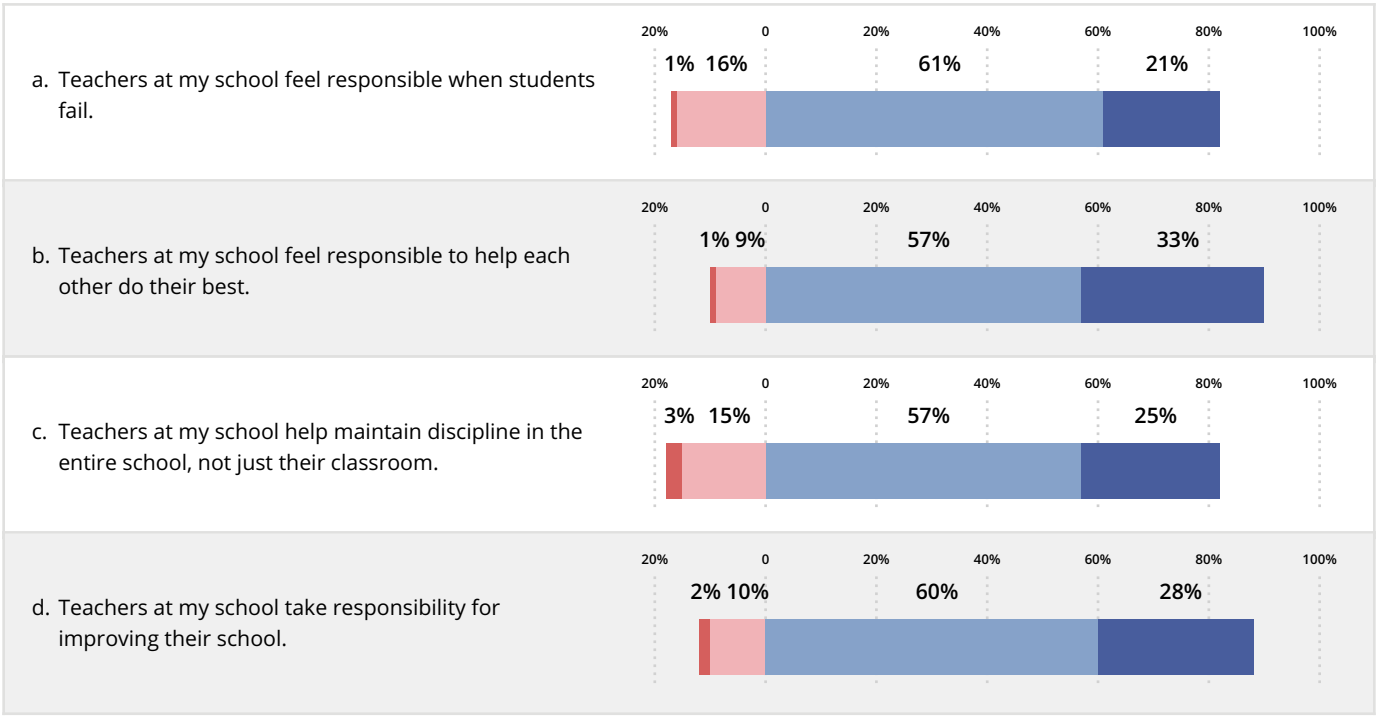
1. SUMMATIVE MEASURE: Collective Responsibility (a combination of four key questions on collective responsibility)

Strongly Disagree Disagree Agree Strongly Agree



2. Please indicate the extent to which you agree or disagree with the following statements regarding the teachers at your school.

Strongly Disagree Disagree Agree Strongly Agree

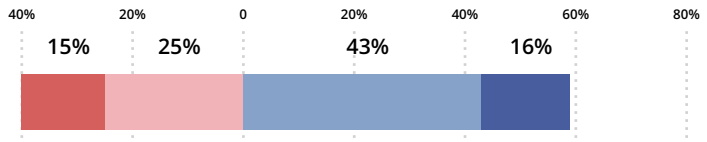


Resources and Time Use

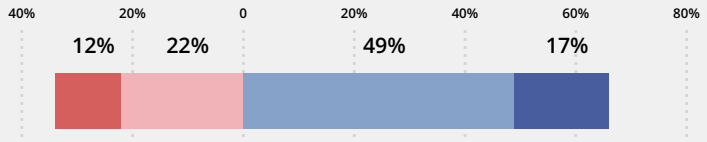
1. Please indicate the extent to which you agree or disagree with the following statements regarding your planning time this school year.

Strongly Disagree Disagree Agree Strongly Agree

b. My individual planning time is sufficient.



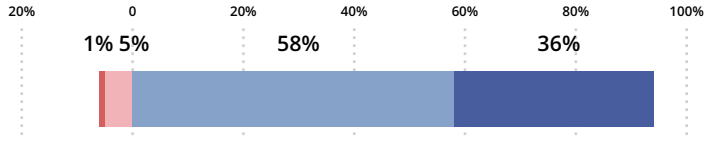
c. My collaborative planning time is sufficient.



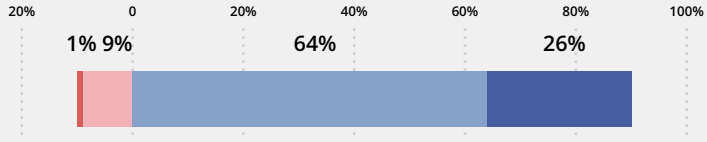
2. Please indicate the extent to which you agree or disagree with the following statements regarding your school.

Strongly Disagree Disagree Agree Strongly Agree

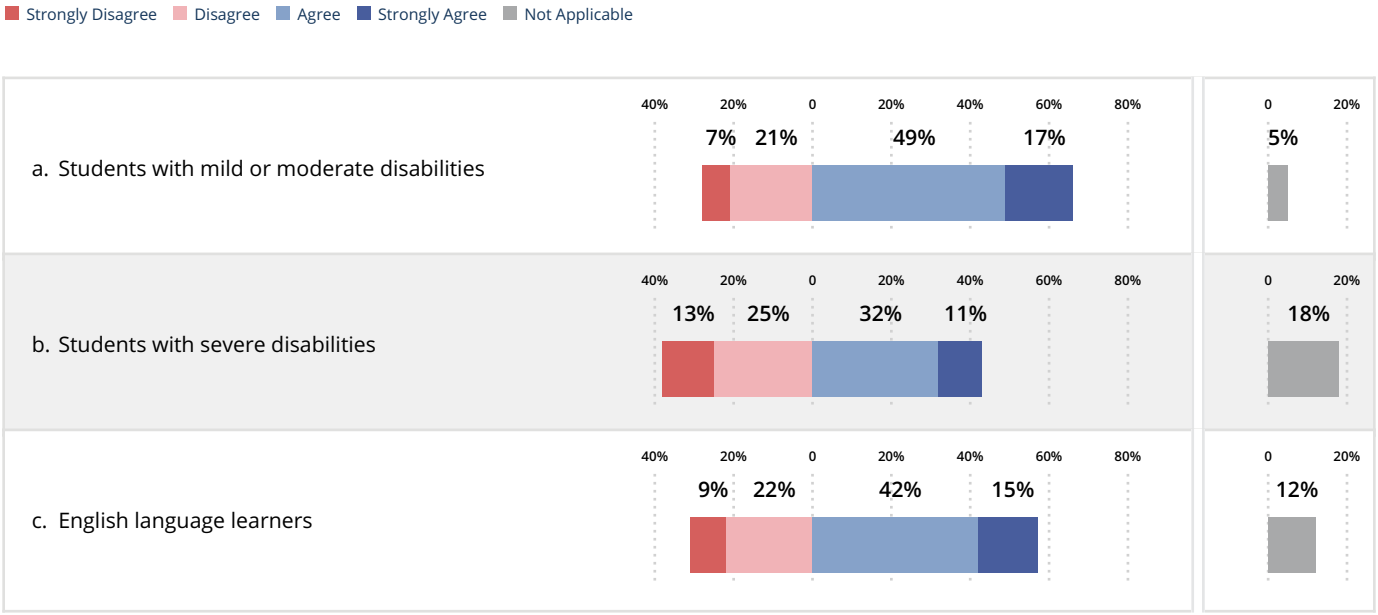
a. I seek out other teachers in my school for advice about my teaching challenges.



b. Other teachers in my school seek me out for advice about teaching challenges.

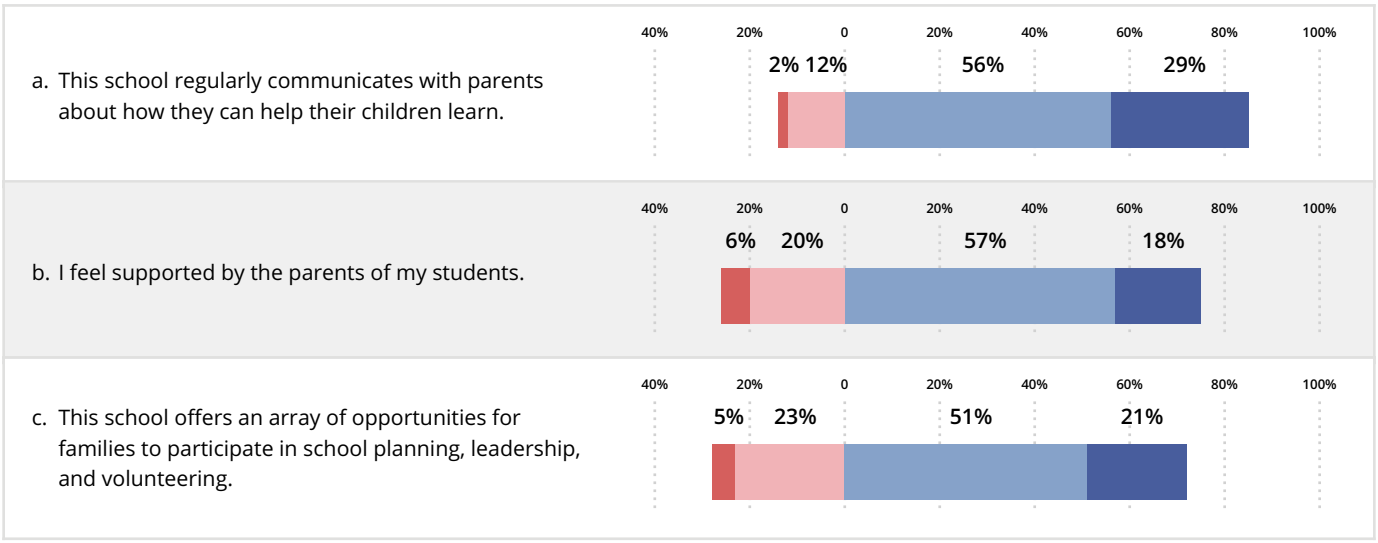


3. To what extent do you agree or disagree that your district provides you with the curricular materials necessary to be successful in meeting the needs of the following groups of students?



Miscellaneous

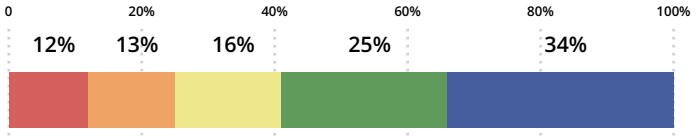
1. Please indicate the extent to which you agree or disagree with of the following statements regarding teacher/parent relations at your school.



2. In a typical week, what percentage of instructional time do you spend managing student behavioral and disciplinary issues?

More than 25 percent | 16 percent to 25 percent | 11 percent to 15 percent | 6 percent to 10 percent | 5 percent or less

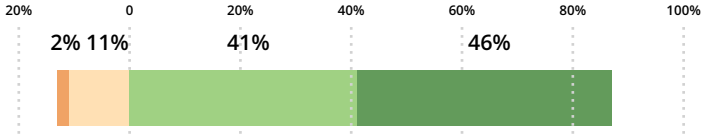
Percentage of instructional time managing student behavioral and disciplinary issues



3. Please indicate the frequency with which the following statements about instructional improvement have applied to you during this school year.

Never | Rarely | Sometimes | Frequently

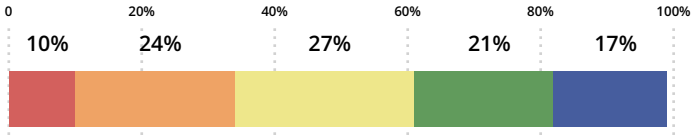
a. My professional learning has been closely aligned to the instructional materials that have been adopted by my district.



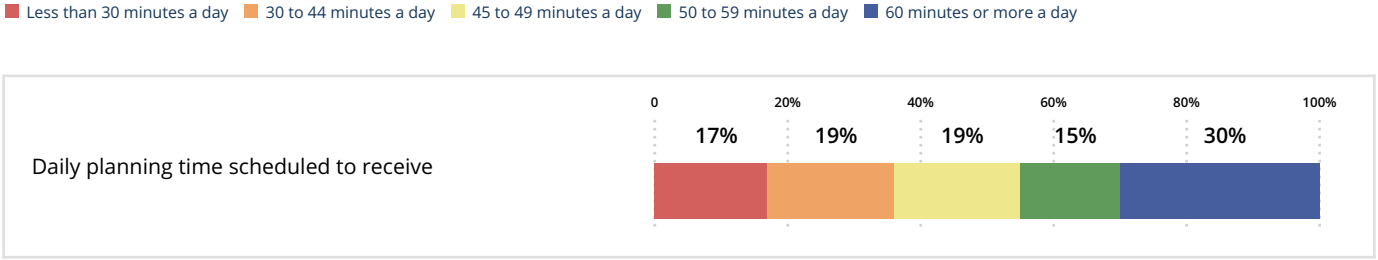
4. On average, how many hours per week do you spend creating or sourcing materials to use for classroom instruction including planning time during and outside of school hours?

Less than 2 hours | 2 to 4 hours | 4 to 6 hours | 6 to 10 hours | More than 10 hours

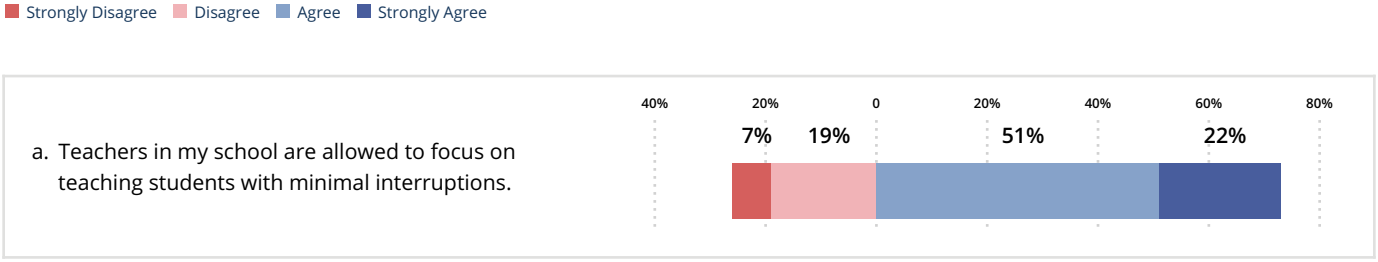
Hours per week creating or sourcing materials



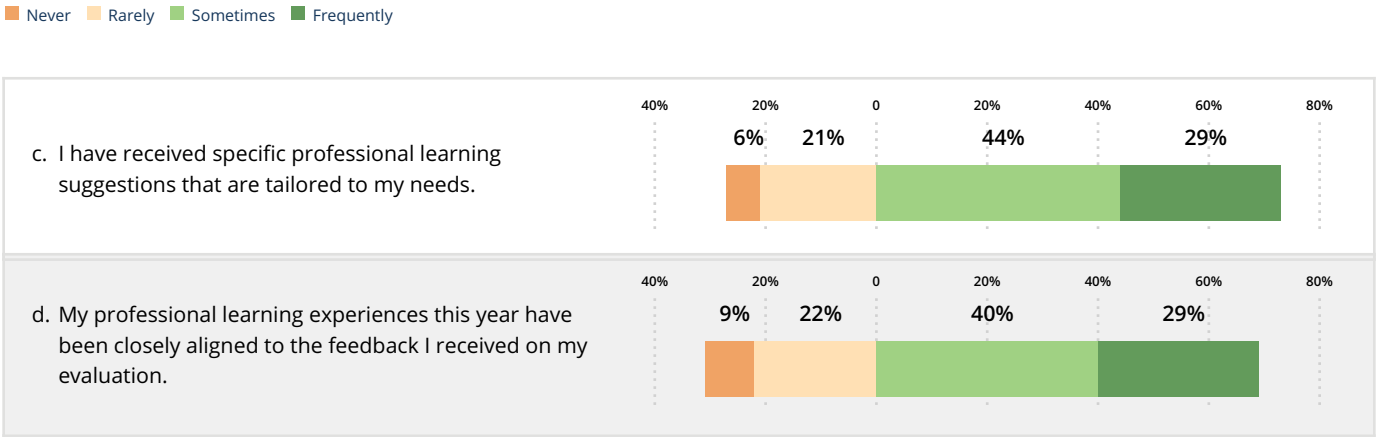
5. Within a typical week, how many total minutes of daily planning time are you scheduled to receive?



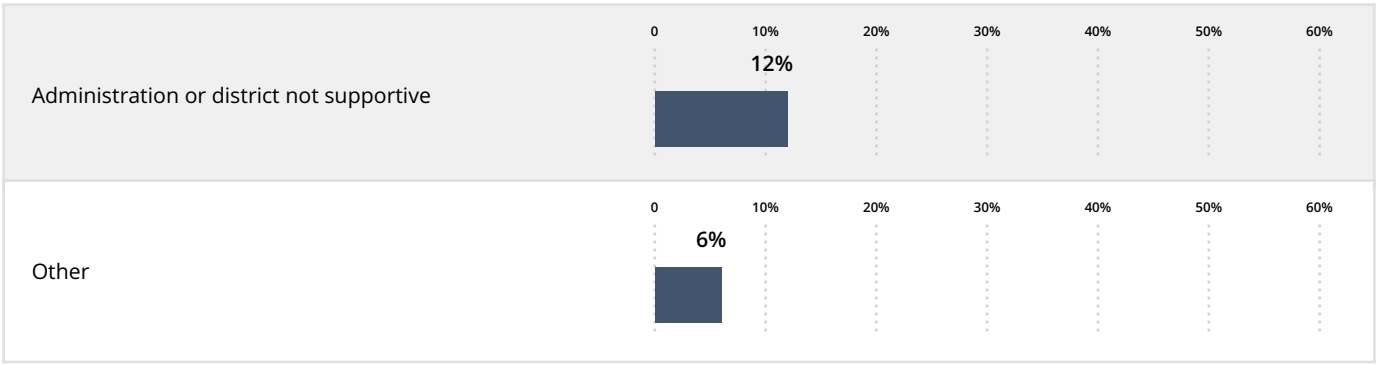
6. Please indicate the extent to which you agree or disagree with the following statement regarding this school year.



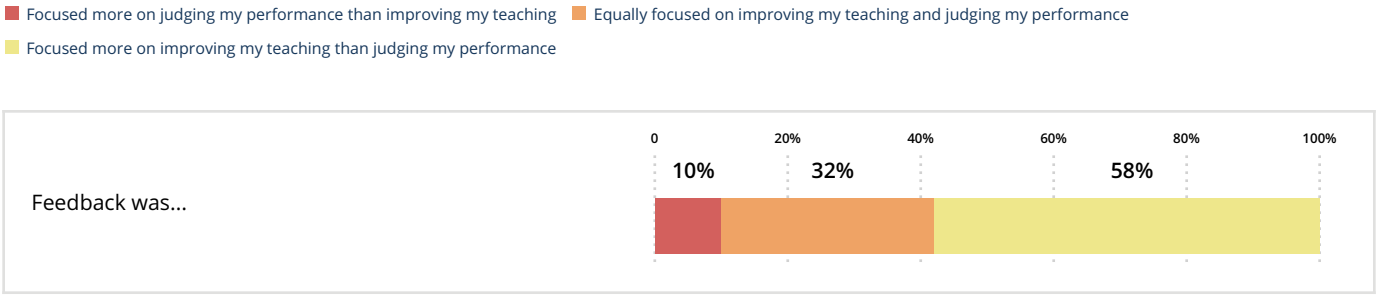
7. Please indicate the frequency with which the following instructional improvement statements have applied to you during this school year.



8. Which of the following challenges have you experienced with supporting students with disabilities?

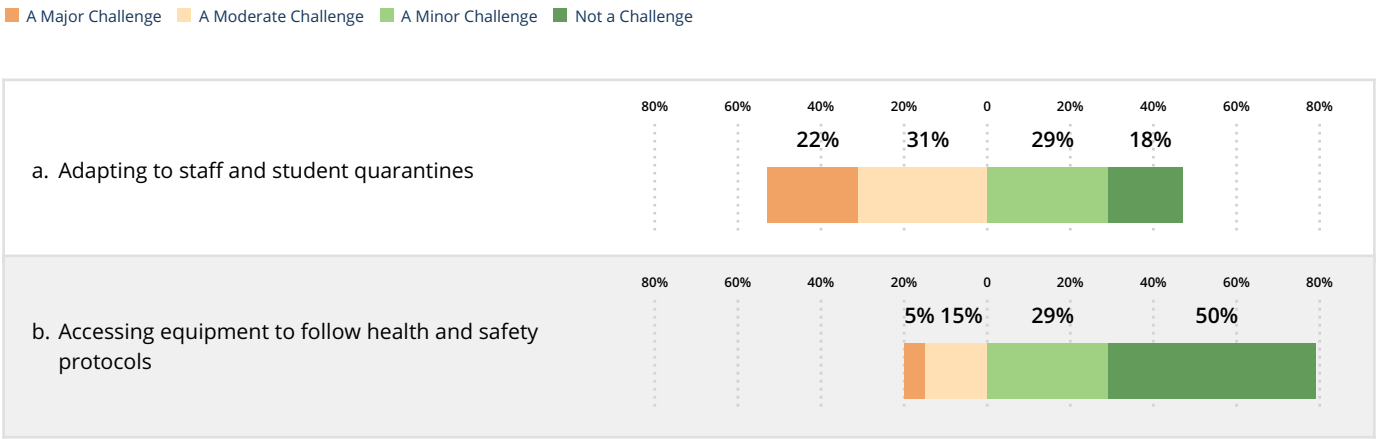


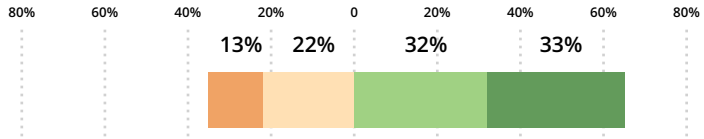
9. During the current school year, feedback that I received from my evaluator was...



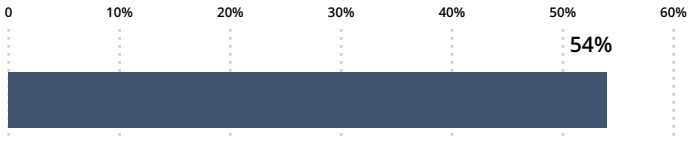
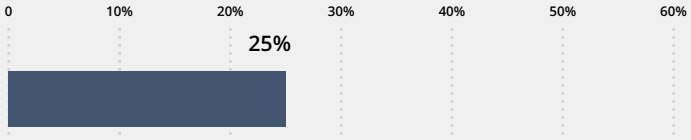
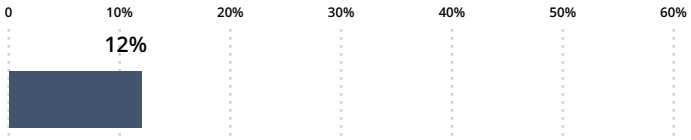
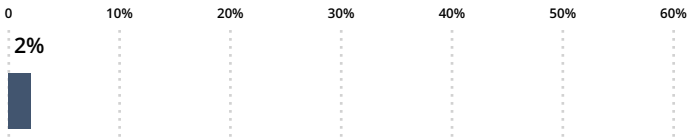
COVID Issues

1. Please rate the extent that each of the issues below was a challenge while teaching this year (2021-22).



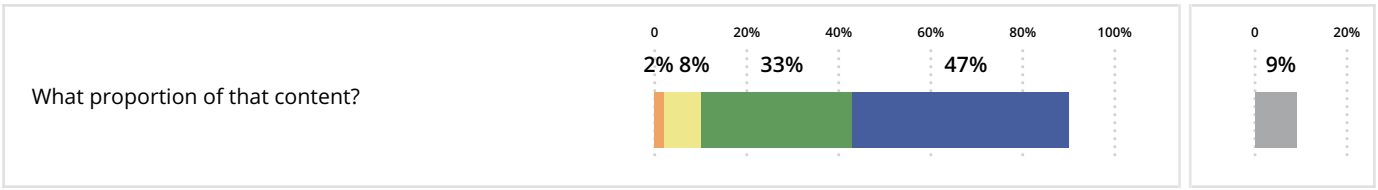
c. Managing student compliance to health and safety protocols	

2. Please check the one issue that was the biggest challenge you experienced while teaching this year.

Student attendance	
Adapting to staff and student quarantines	
Incorporating students attending virtually into in-person instruction and class activities	
Managing student compliance to health and safety protocols	
Accessing equipment to follow health and safety protocols	

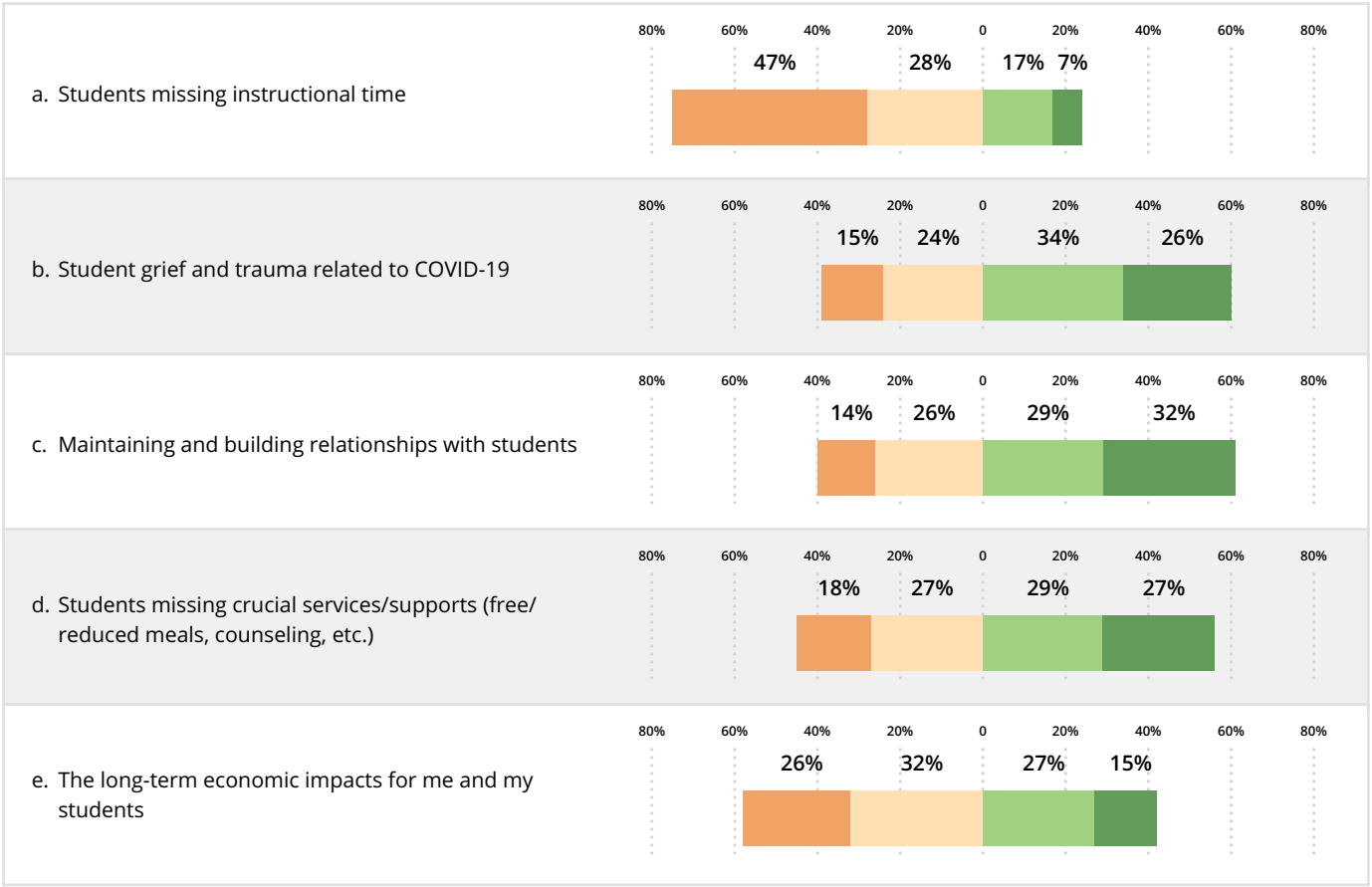
3. Think about the formal curriculum you would have covered by this point in a typical year (pre-COVID pandemic). Approximately what proportion of that content would you estimate you have covered this school year?

None or almost none | About 25 percent | About 50 percent | About 75 percent | Nearly all or all | I am a new teacher or teaching a subject/grade I did not teach last year.

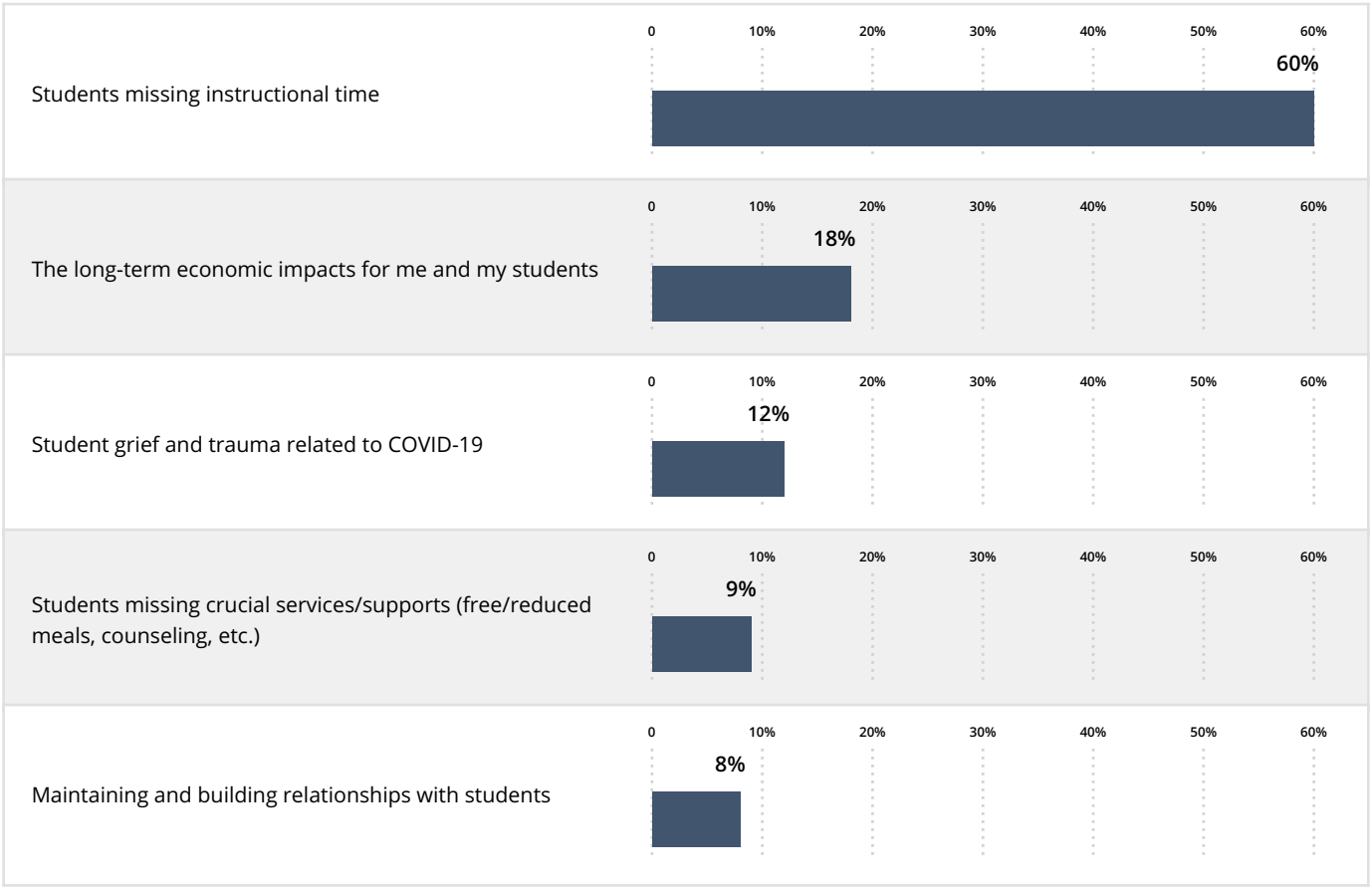


4. To what extent was each of these issues related to COVID-19 and your students a concern during the 2021-22 school year?

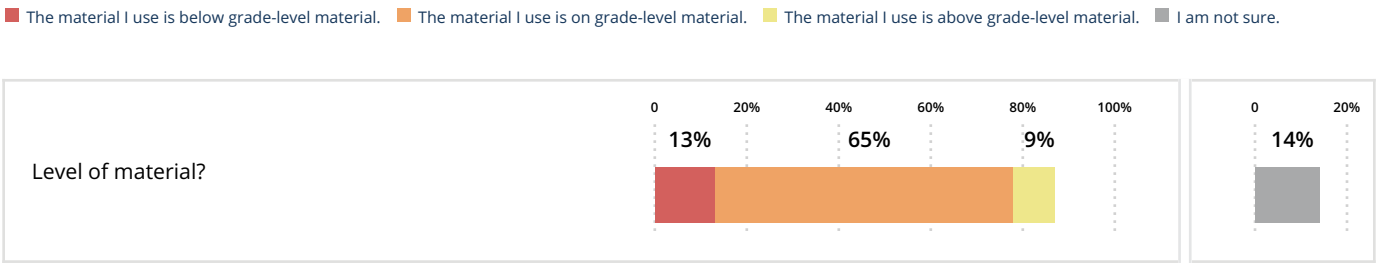
A Major Concern | A Moderate Concern | A Minor Concern | Not a Concern



5. Which of the listed issues related to COVID-19 was the BIGGEST concern you had this year?

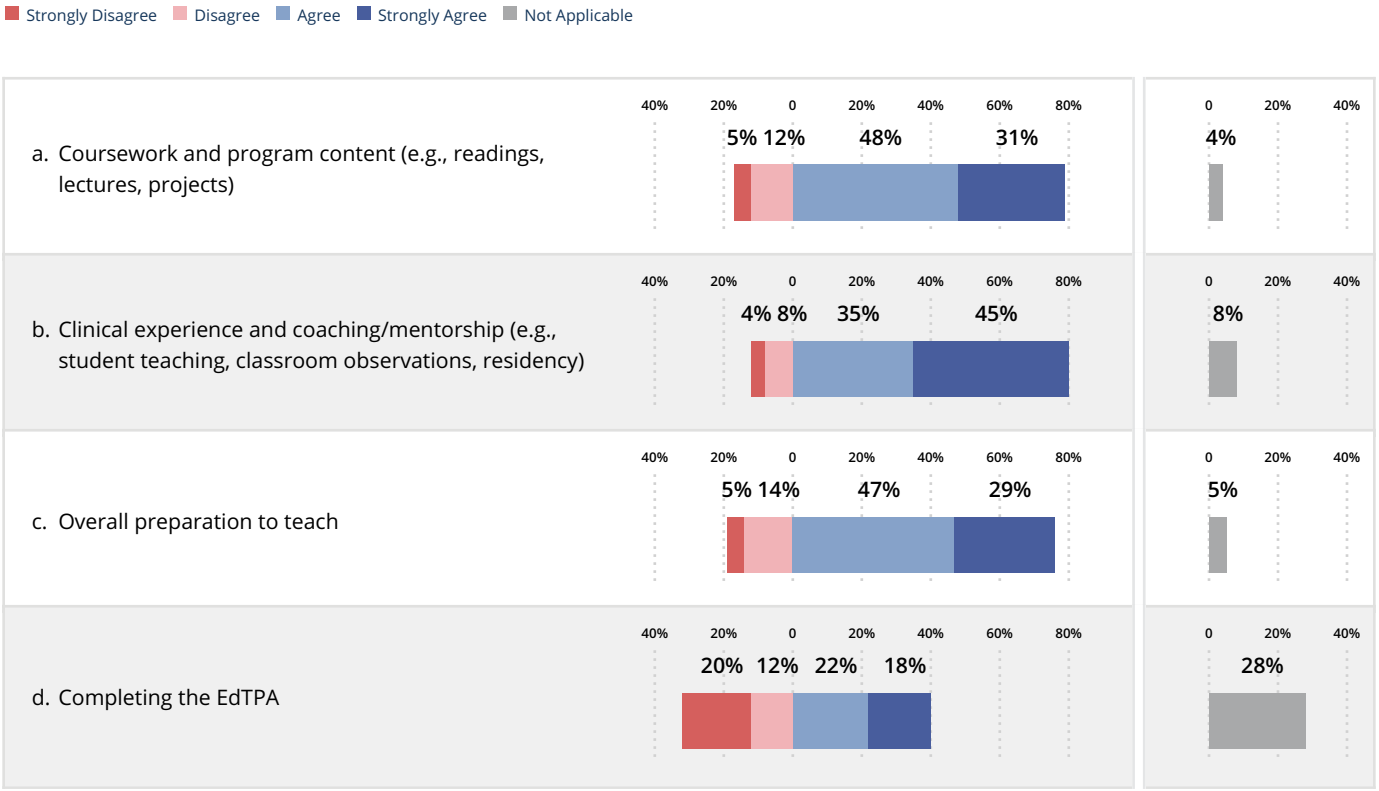


6. Think about the typical Tier 1 instruction that you provide related to pandemic recovery. Which of the following options best represent the level of the material that you use during this Tier 1 instruction?

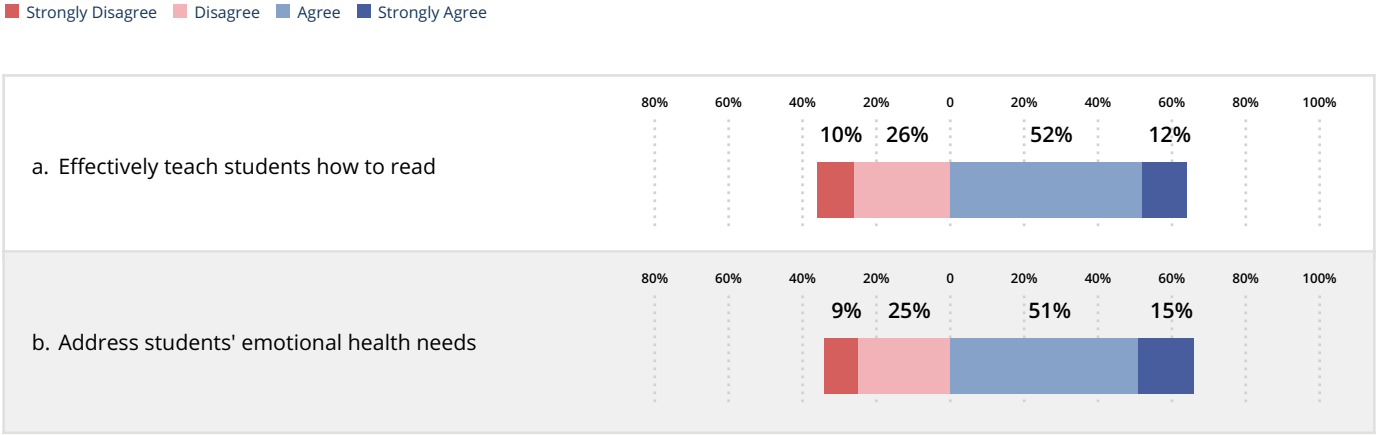


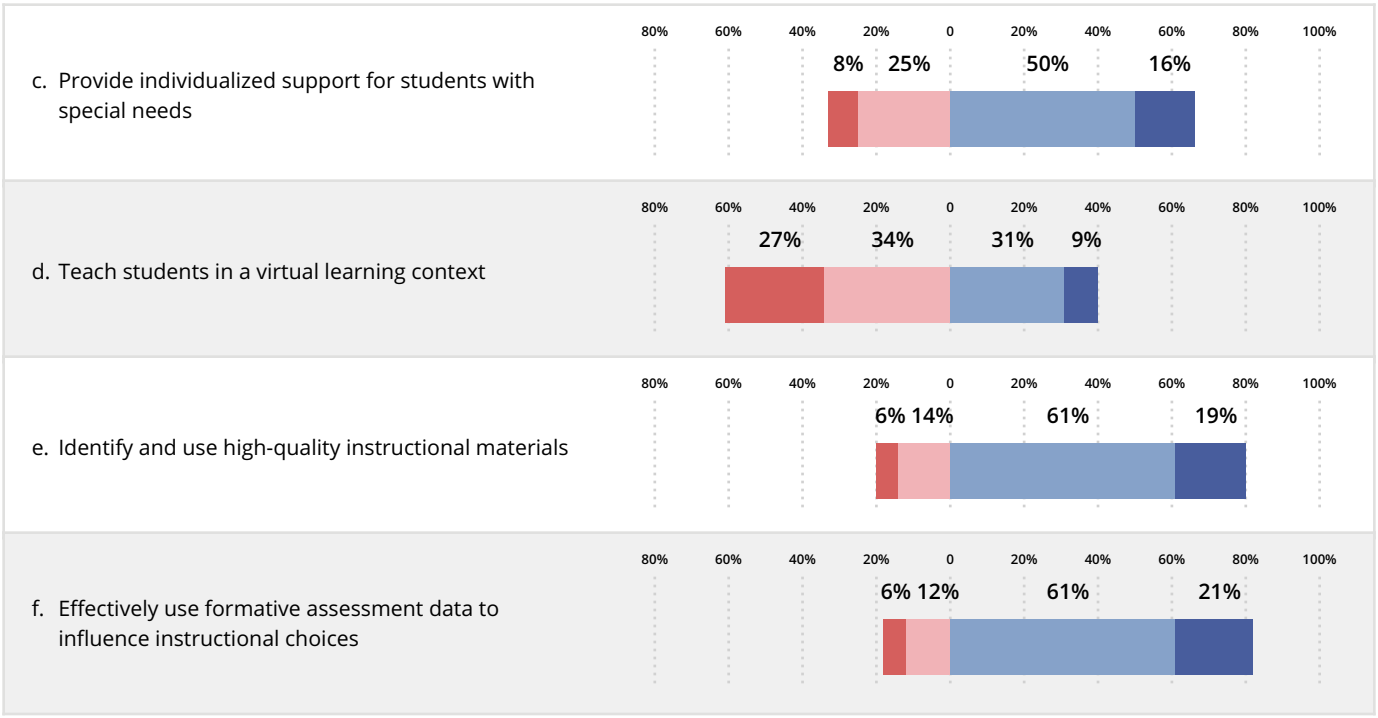
Early Career & Pre-K

1. Consider the college/university or other program that prepared you for your initial teaching license. Please indicate the extent to which you agree or disagree that each of the following aspects of your program prepared you for your current role.

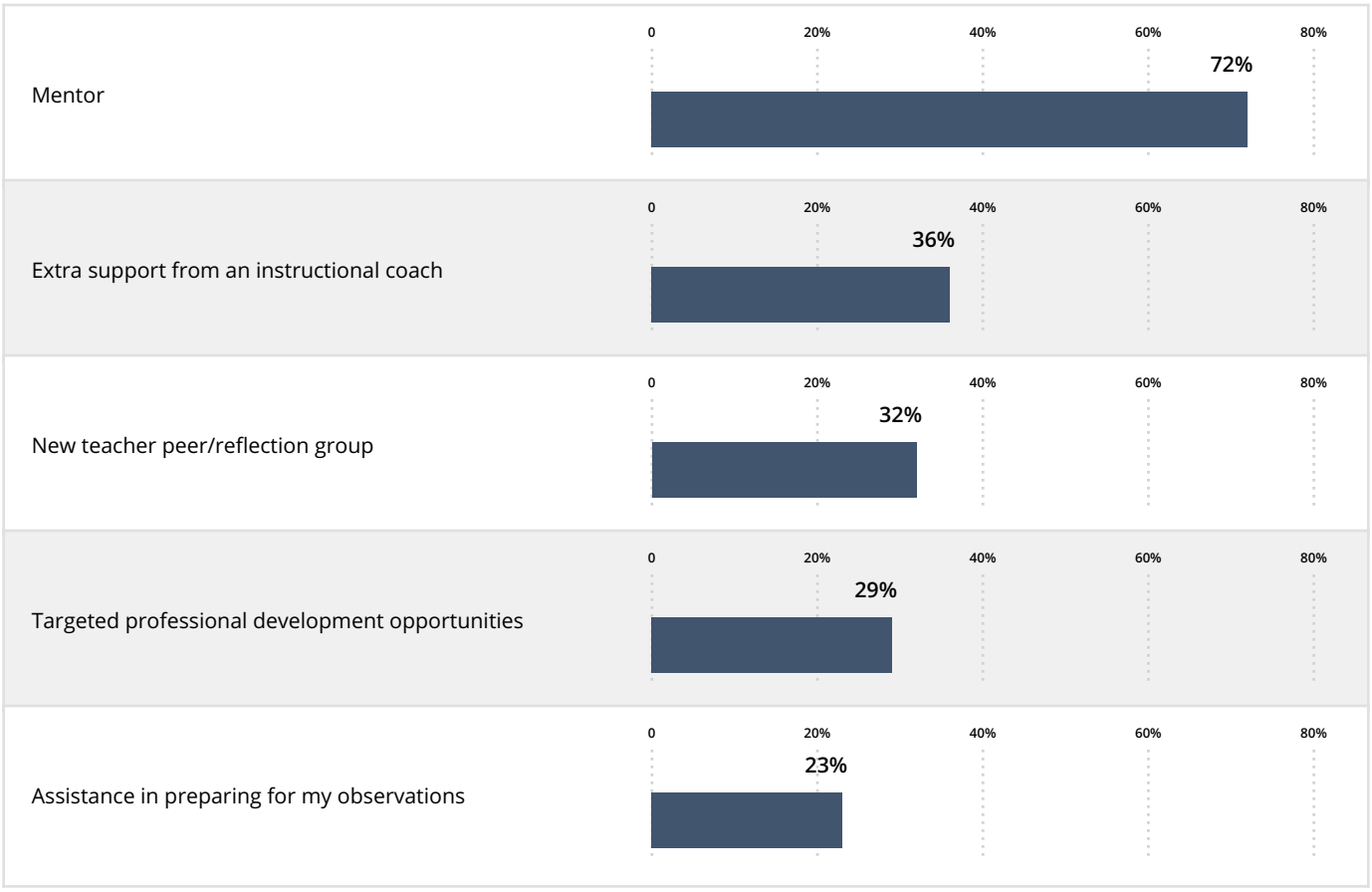


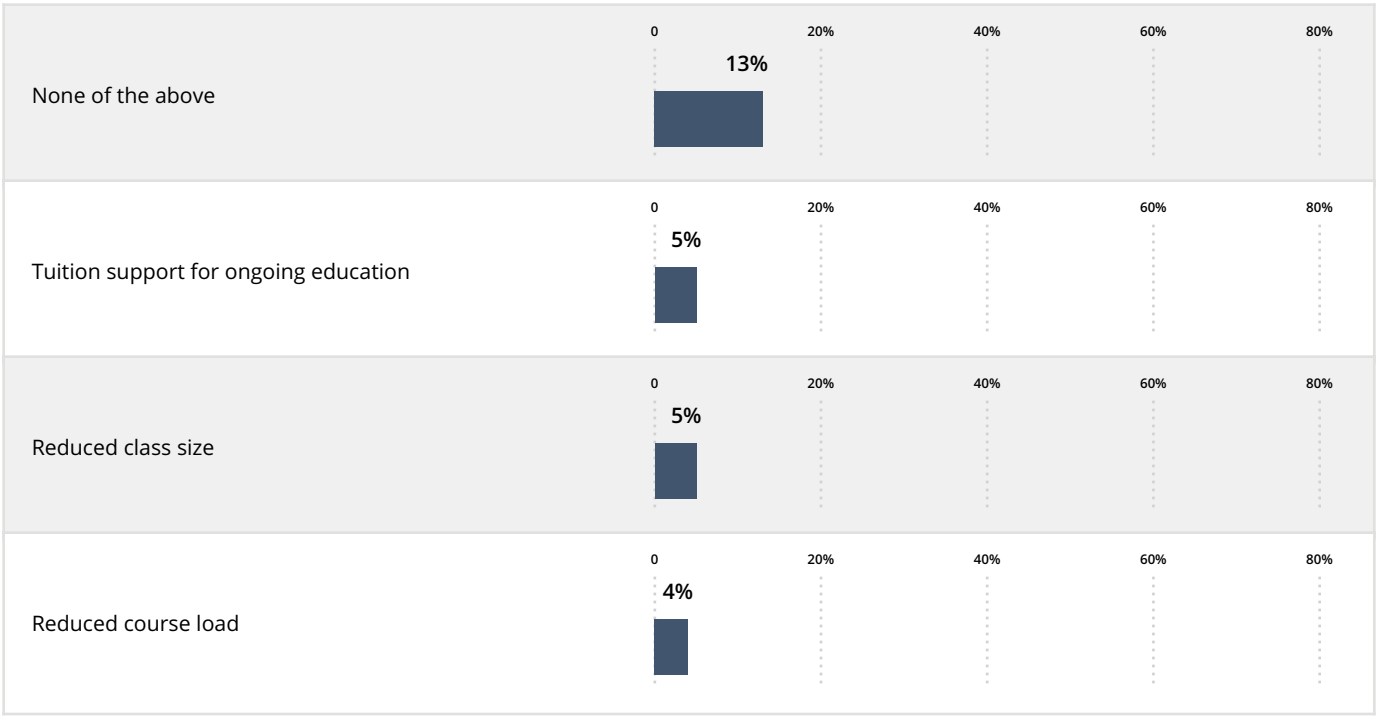
2. Please indicate the extent to which you agree or disagree that your college/ university or other program prepared you to accomplish the following.



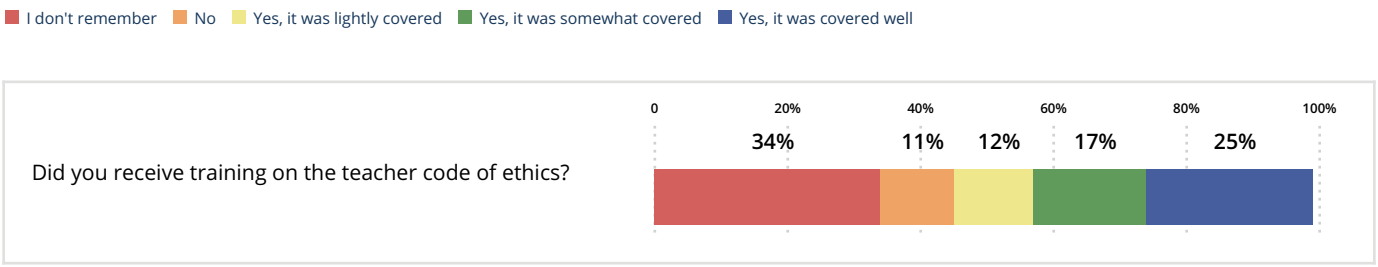


3. Which of the following did you have in the first year of teaching?

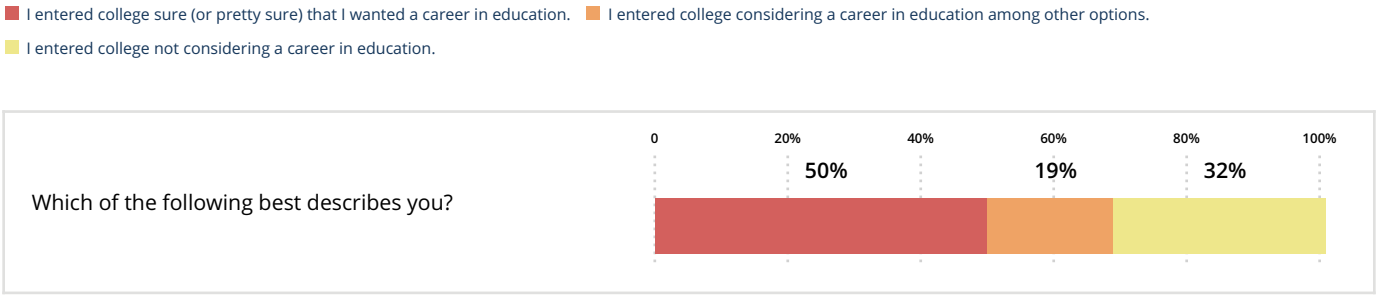




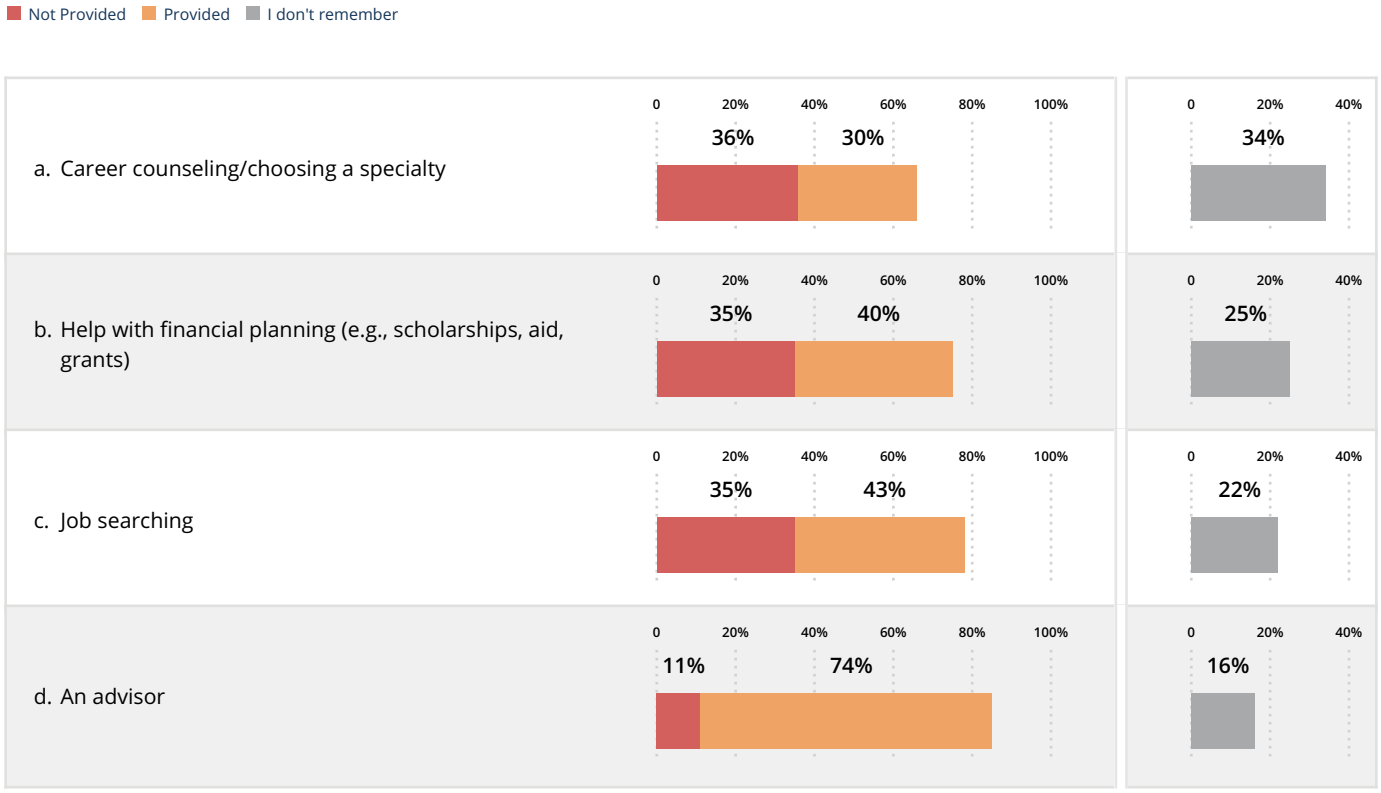
4. Did you receive training on the teacher code of ethics while in your Educator Preparation Program (EPP)?



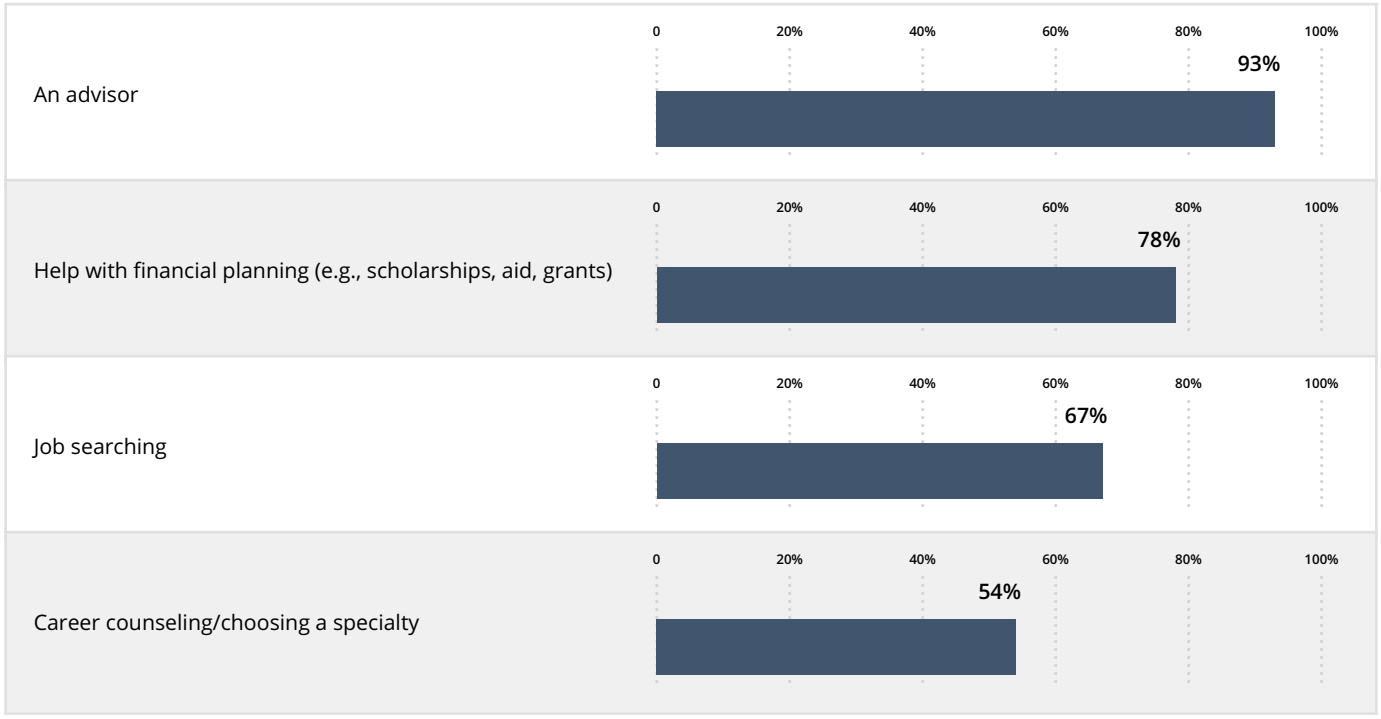
5. Thinking back to your time in college or university, which of the following best describes you?



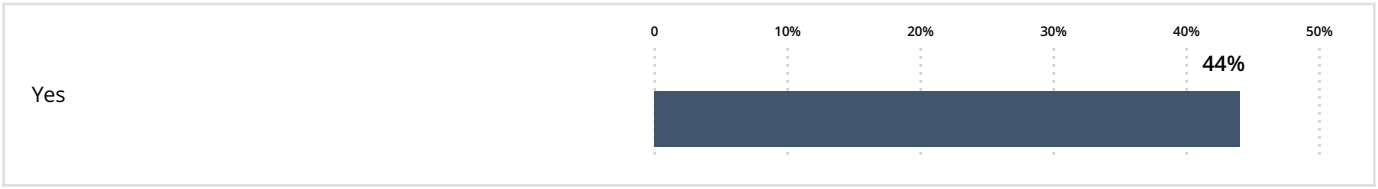
6. What career supports were provided to you by your EPP?



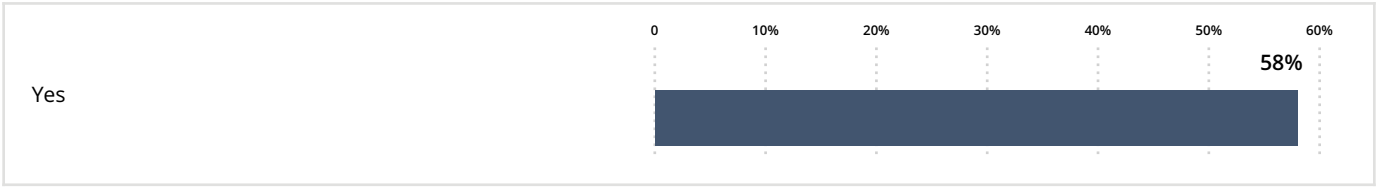
7. (If provided): Did you use this resource?



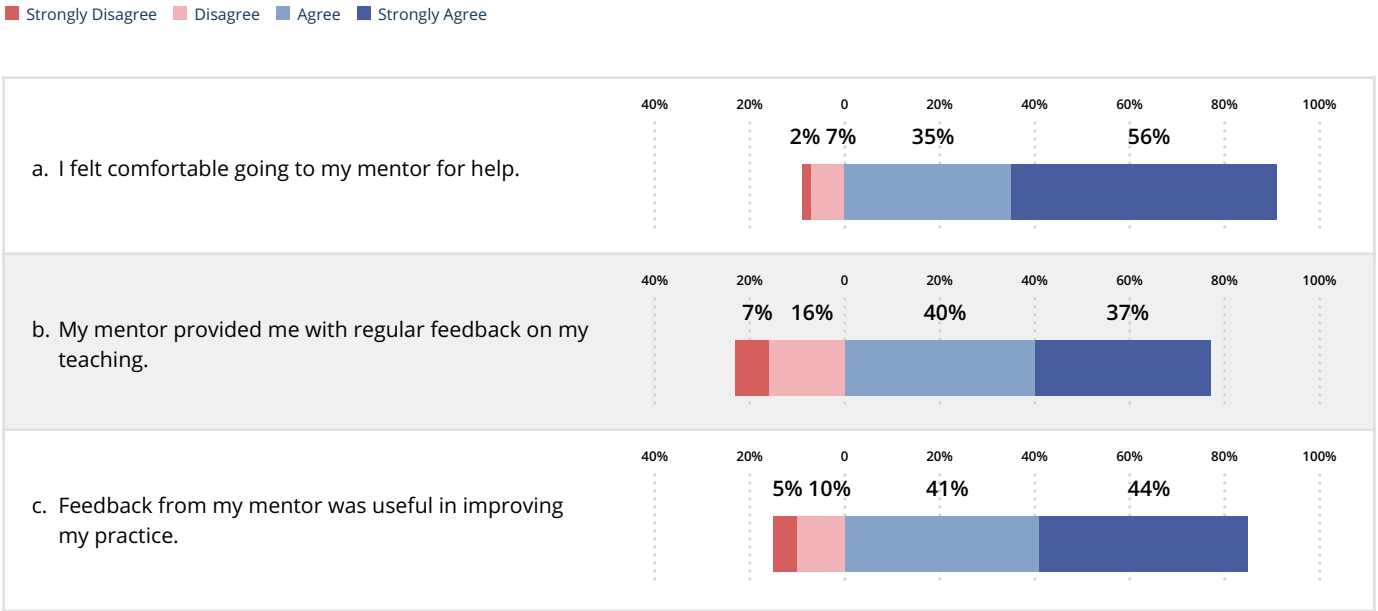
8. Did you do any portion of your student teaching experience in the district in which you currently work?



9. During this current school year, have you had a formal teacher mentor assigned by school or district leadership?

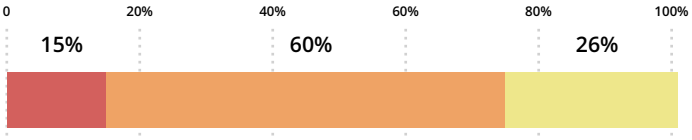


10. Please indicate the extent to which you agree or disagree with the following statements about your mentor.



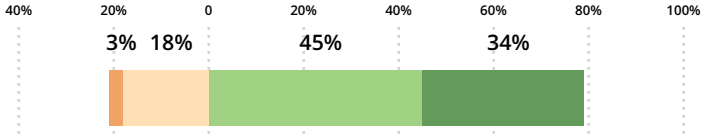
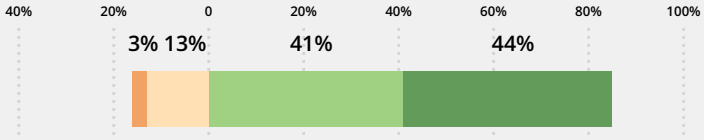
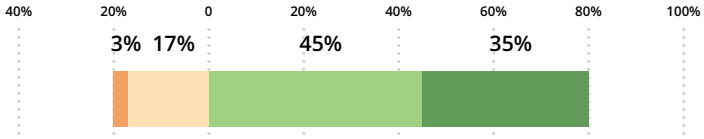
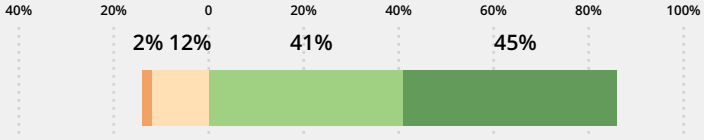
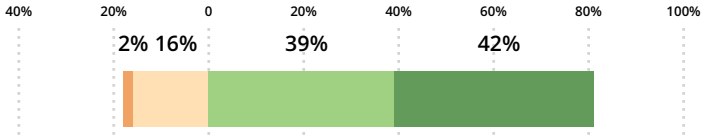
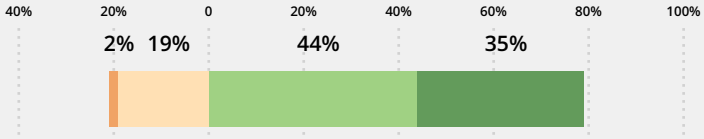
11. Which of the following best describes your Pre-K classroom context?

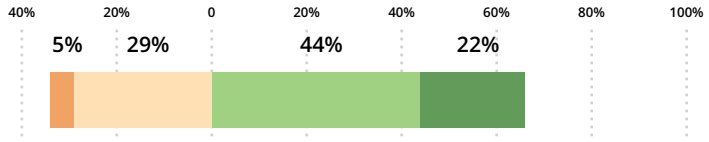
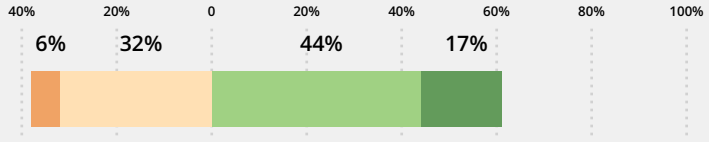
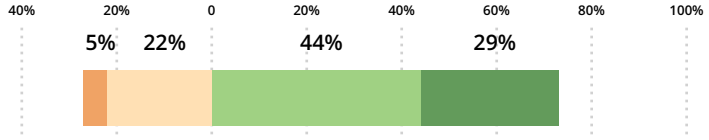
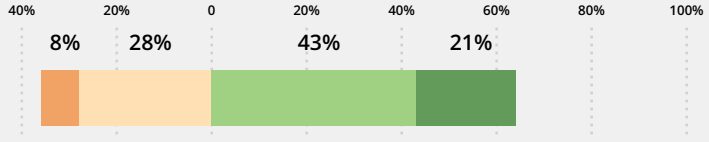
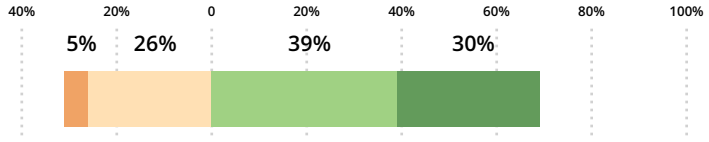
Special Education/619 General Education Blended (Special & General Education)

Which of the following best describes your Pre-K classroom context?	

12. To what extent does your district's adopted curriculum support your ability to teach lessons that ensure students have the opportunity to master grade level standards and support your ability to track student progress in mastering those standards?

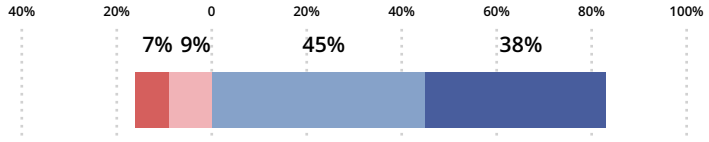
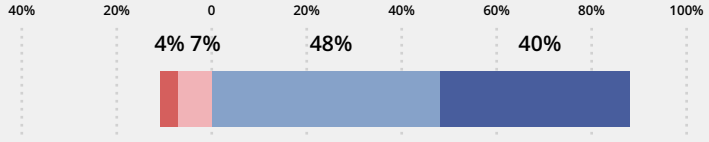
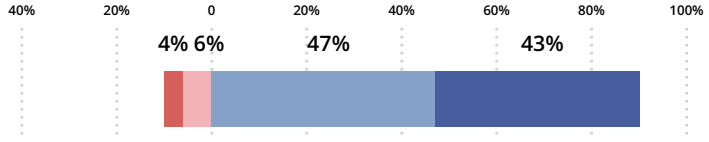
Not at All To a Minimal Extent To a Moderate Extent To a Great Extent

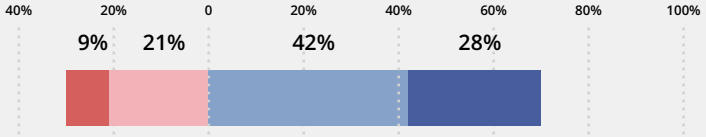
a. Approaches to learning (e.g., self-initiated learning, maintaining engagement, working collaboratively)	
b. Social-personal competencies (e.g., understanding others' feelings, dramatic play)	
c. Print concepts	
d. Oral language and communication	
e. Foundational skills and readiness for literacy	
f. Math (e.g., classification, number sense, measurement, patterns, shapes)	

g. Science	
h. Social studies	
i. Physical development (e.g., gross & fine motor skills)	
j. Fine arts	
k. Readiness for writing	

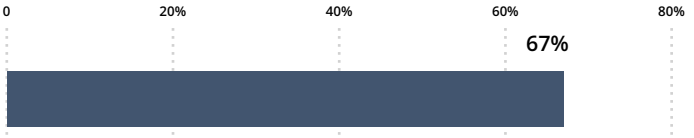
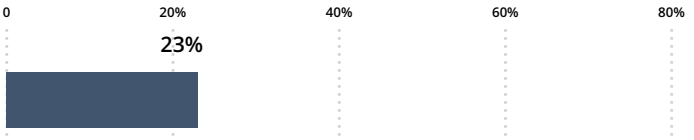
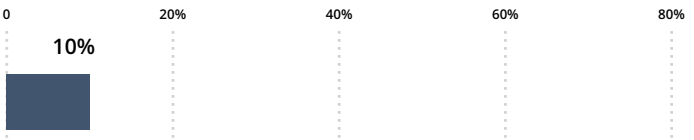
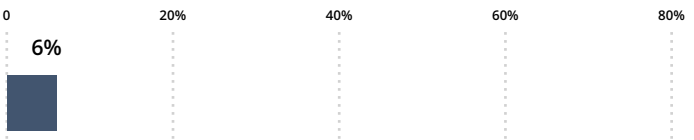
13. Please indicate your level of agreement with each of the following statements regarding the state-approved Pre-K curricula used within your district (e.g., Big Day for Pre-K, Connect 4 Learning, or Creative Curriculum):

Strongly Disagree Disagree Agree Strongly Agree

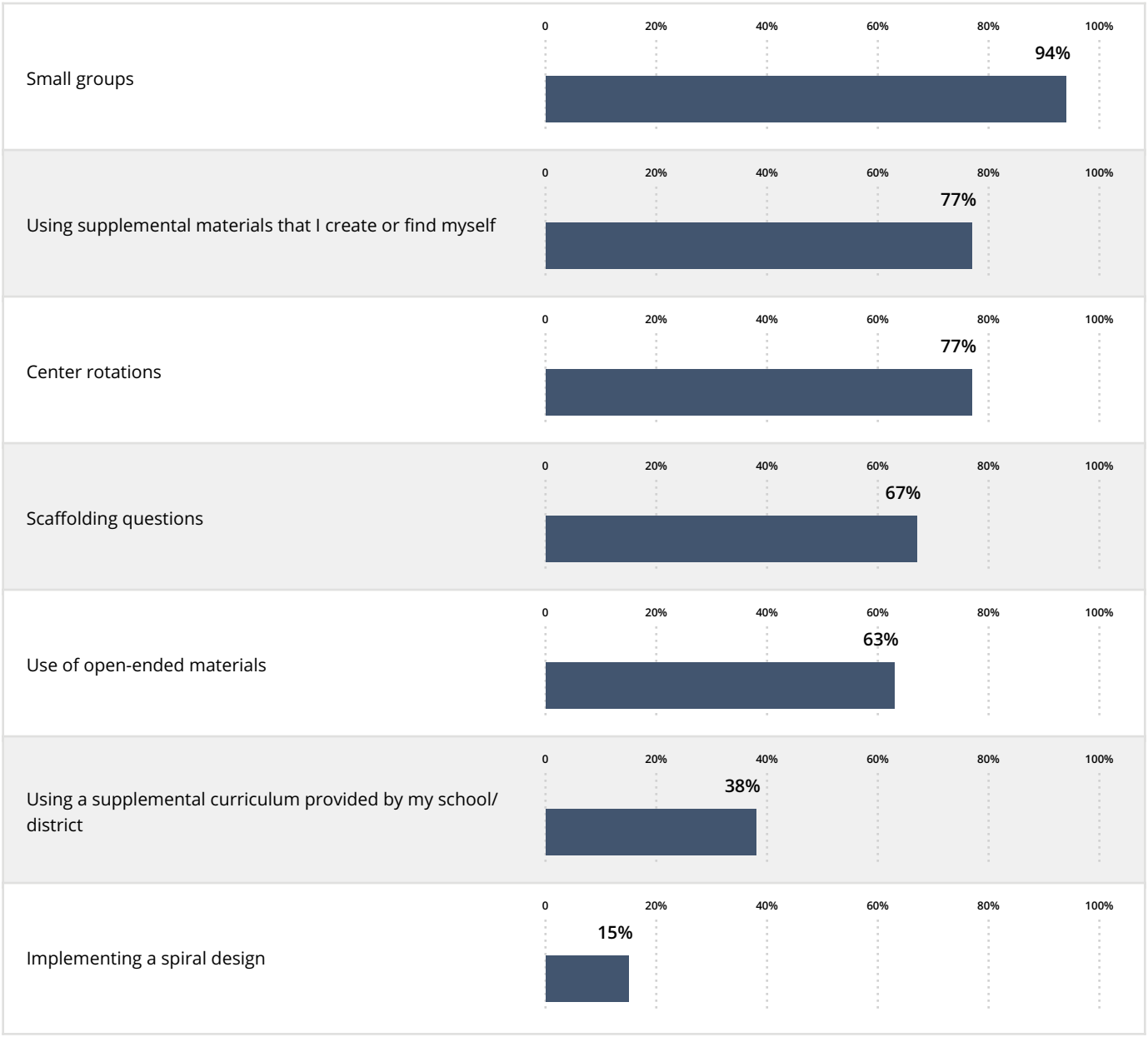
a. I have received training on how to implement one of these curricula.	
b. I feel knowledgeable about the state-approved curriculum I am using.	
c. I feel confident in my ability to implement the curriculum.	

d. I have ample opportunities to get ongoing professional development and support that is specific to the curriculum.	

14. Which of the following best describes your most common reasons for sourcing and/or creating your own materials to supplement the curriculum provided by your district?

I supplement the primary curriculum to differentiate the lessons for my students.	
The primary curriculum does not adequately prepare my students for Kindergarten.	
The primary curriculum does not fully cover a specific developmental domain.	
The primary curriculum is too difficult for my students.	
I disagree with the way my primary curriculum addresses certain content.	
I feel more comfortable teaching from a different curriculum than the one provided by my school or district.	
I have not been properly trained to use my primary curriculum.	

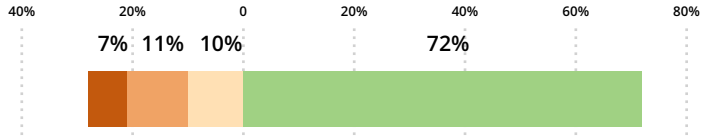
15. Which of the following approaches do you use to support different learning needs with the curriculum provided by your district?



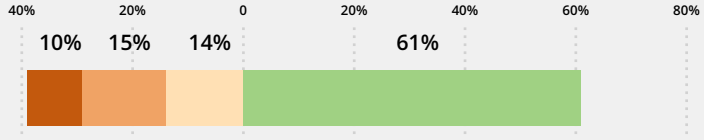
16. Please select the response that best describes your current perspective of your professional development (PD) experience within each of the following areas during the current school year.

I need both more PD experiences and higher quality PD in this area. I need more PD experiences that emphasize this area. I need higher quality PD in this area. I am satisfied with both the quality and amount of PD received in this area.

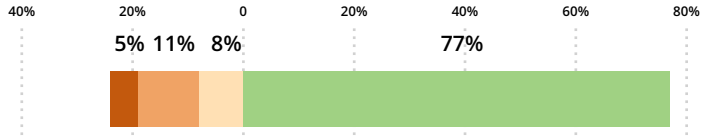
a. Literacy



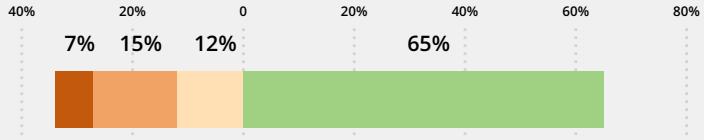
b. Math instruction (e.g., early numeracy, how to embed math during the preschool day, etc.)



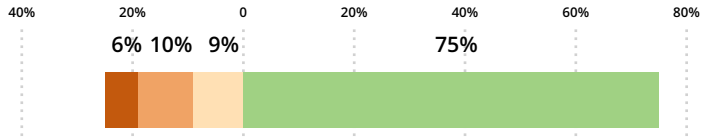
c. Child development and creating developmentally appropriate environments



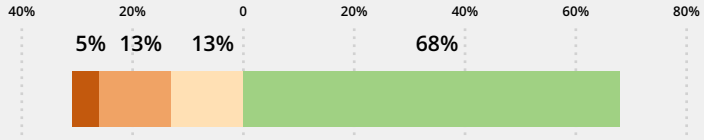
d. Developing and implementing high quality learning centers



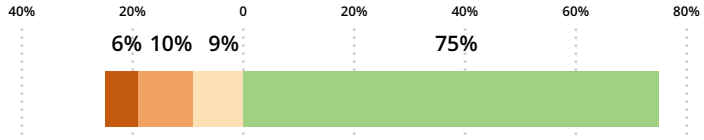
e. Minimizing transitions/wait-time



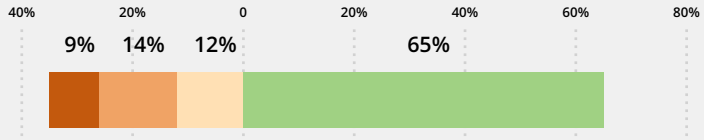
f. Using open-ended questions to promote students' learning and engagement



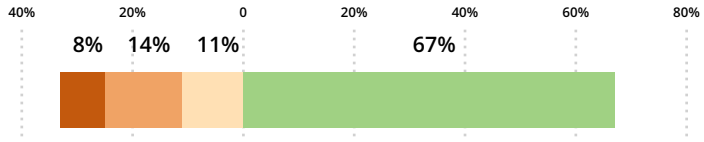
g. Encouraging associative and cooperative interactions among children



h. Differentiating instruction using my primary curriculum



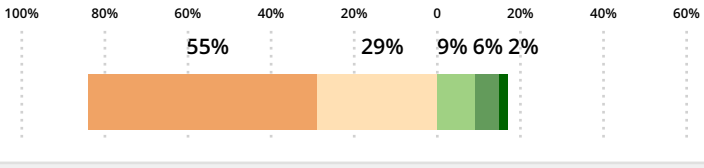
i. Scaffolds and supports using my primary curriculum

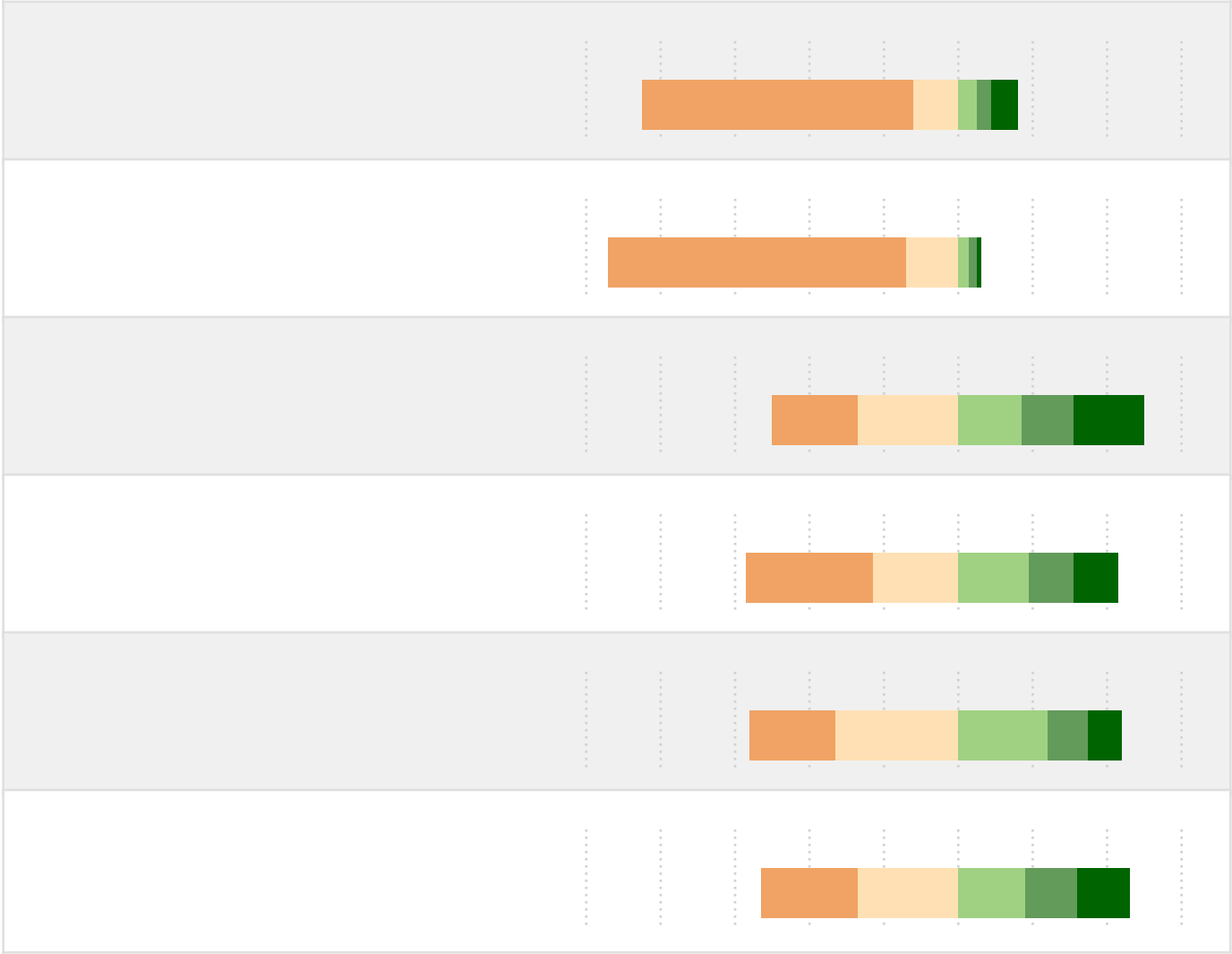


17. Please indicate the frequency with which you engage in each of the following activities with an instructional coach or peer mentor teacher who is knowledgeable of Pre-K practices.

Not this Year | Once or Twice a Semester | About Once a Month | Two or Three Times a Month | Once a Week or More

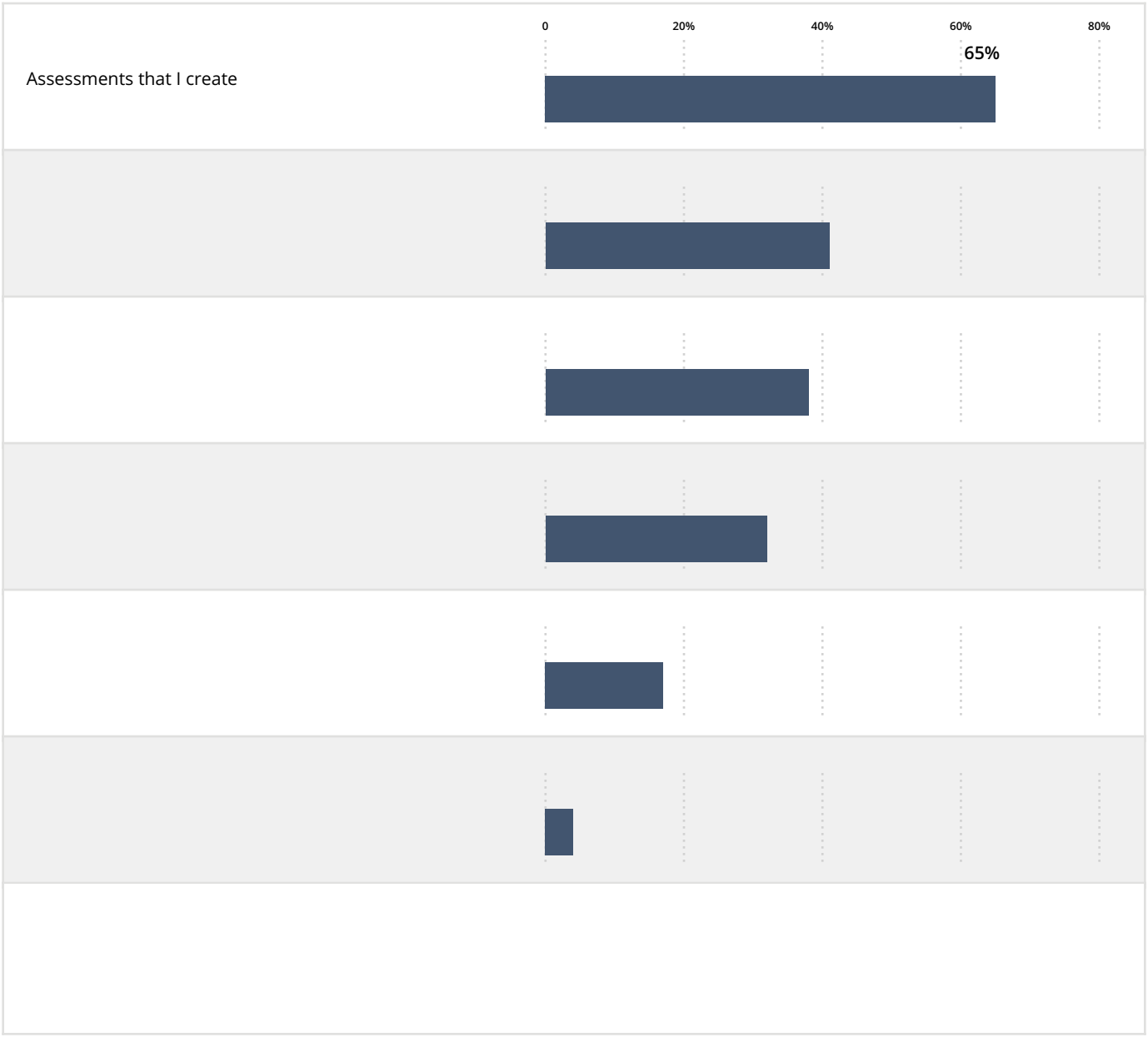
a. Have a coach/peer observe a lesson for non-evaluative purposes





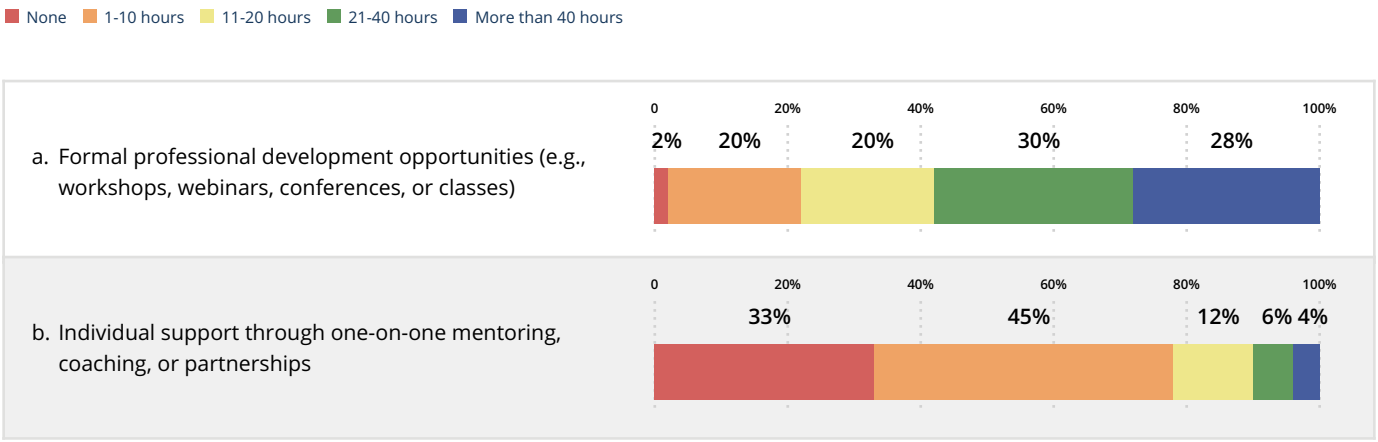
18. Indicate the usefulness of the coach/peer interactions from the previous question.

19. Please indicate any of the following child assessments that you use to inform your planning.

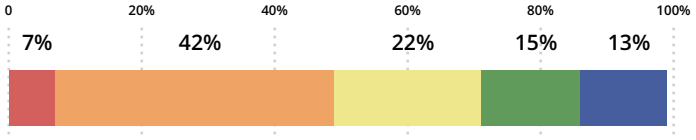


20. How frequently does child assessment data inform your planning in each of the following ways?

21. Since summer 2021, about how much time have you spent engaging in the following types of professional learning?



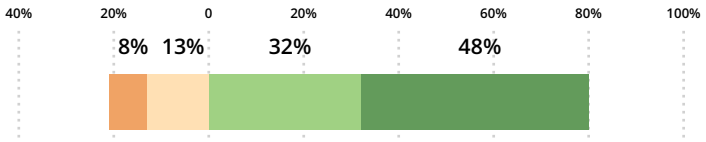
c. Collaborative activities with a group of other teachers (e.g., PLCs, grade level teams)



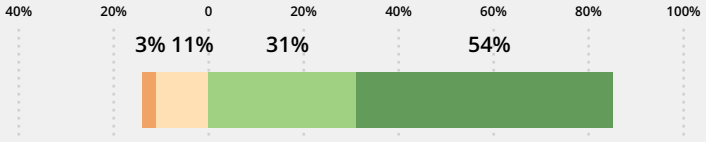
22. How comfortable are you with embedding each of the following into your daily literacy instruction?

Not at all comfortable | Slightly comfortable | Somewhat comfortable | Very comfortable

a. Sounds first activities



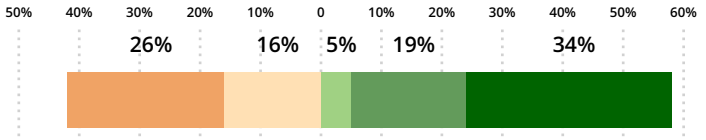
b. Phonological awareness and phonemic awareness activities that use kinesthetic strategies such as hand motions and mouth movements



23. How familiar are you with the TN Foundational Skills Supplement?

Not at all familiar | I am aware of it, but have not tried it out in my instruction | I have used it in my instruction once or twice this year | I occasionally incorporate it into my instruction | It has been a regular part of my instruction this year

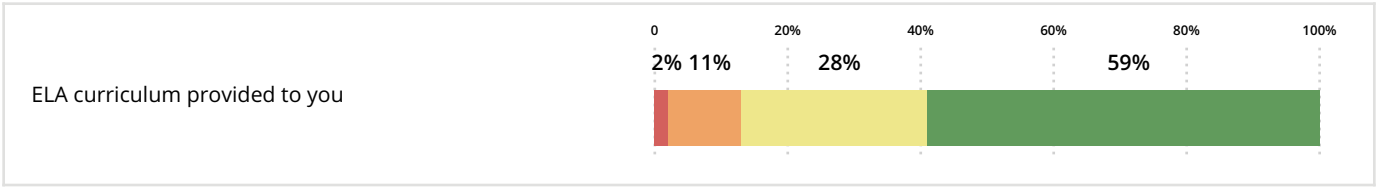
How familiar are you with the TN Foundational Skills Supplement?



ELA Curriculum & Special Ed

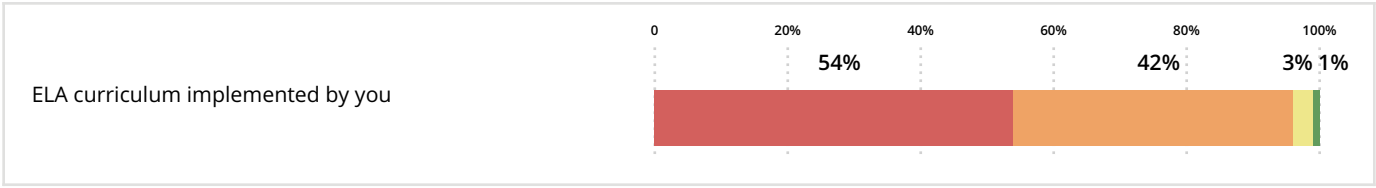
1. Which of the following best describes the ELA curriculum provided to you by your school or district?

My school or district does not provide me with any ELA curriculum. The ELA curriculum provided does not adequately address the standards.
The ELA curriculum provided only addresses a portion of the standards. The ELA curriculum provided addresses all of the standards.



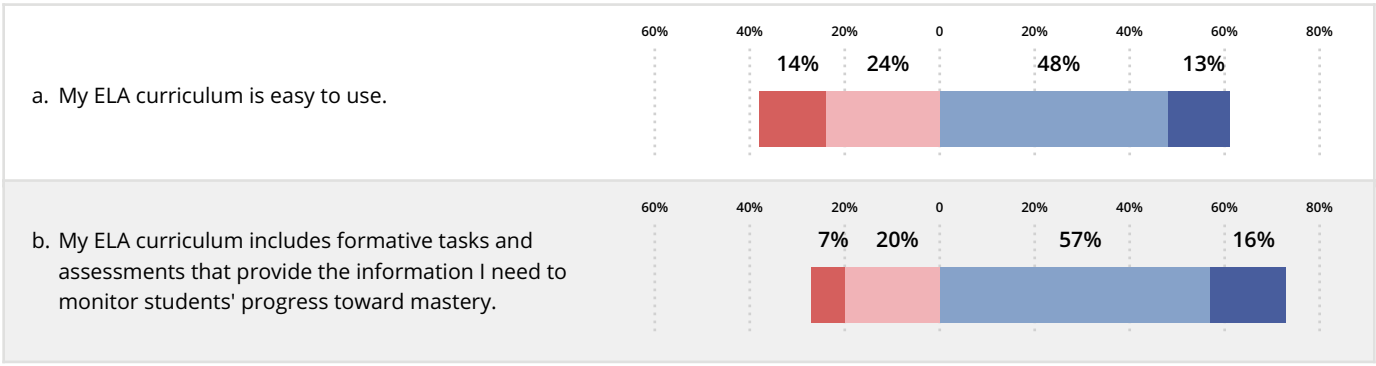
2. Which of the following best describes the way you implement the ELA curriculum provided by your school or district?

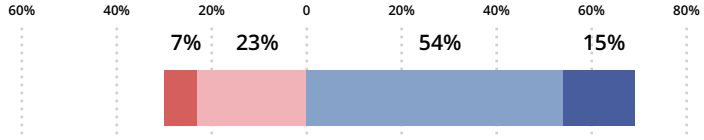
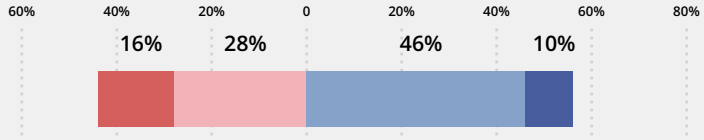
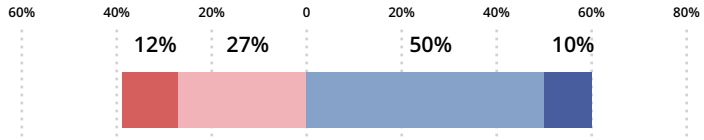
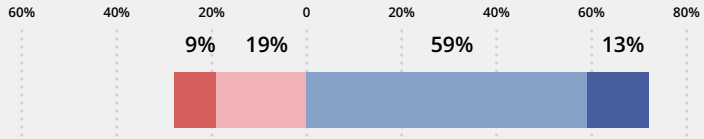
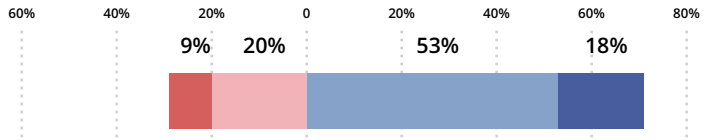
I adhere to the curriculum provided for nearly all lessons. I regularly supplement the curriculum with additional materials I find/create.
I primarily use different curriculum that I adapt from other sources. I primarily create my own curriculum instead of using the provided curriculum.



3. Think about the ELA curriculum that is provided by your school or district. Please rate your level of agreement with each statement.

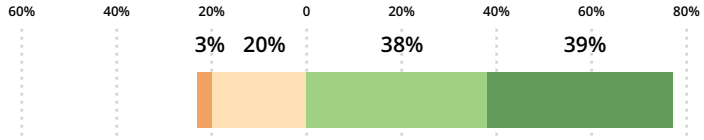
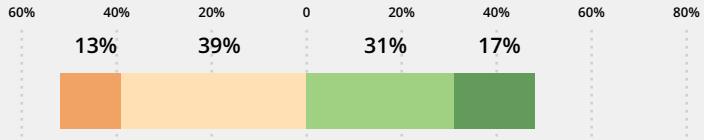
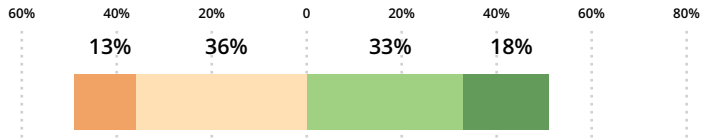
Strongly Disagree Disagree Agree Strongly Agree



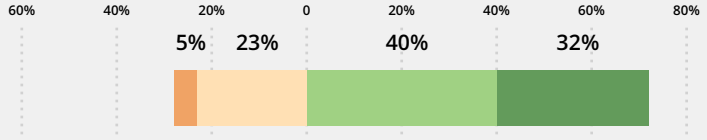
c. My ELA curriculum includes culminating tasks and assessments that allow students to demonstrate mastery in multiple ways.	
d. My ELA curriculum is engaging to my students.	
e. My ELA curriculum provides scaffolds to support all learners in my classroom.	
f. My ELA curriculum includes coherently sequenced texts and concepts.	
g. I have received adequate training to use my ELA curriculum effectively.	

4. Please indicate how often each of the following activities is the focus of your collaborative time with other ELA teachers. If you do not have any collaborative time with other ELA teachers then please skip this matrix.

Never a focus Sometimes a focus Often a focus Always a focus

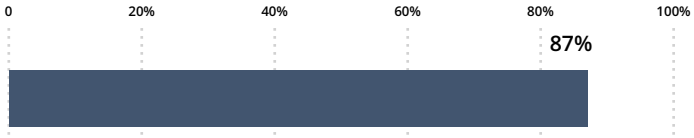
a. Planning/preparation for lessons or units	
b. Planning/preparation to help students with different needs access the curriculum	
c. Planning/preparation to facilitate discussion with intentionally sequenced questions	

d. Planning/preparation to assess students' progress toward mastery of ELA standards

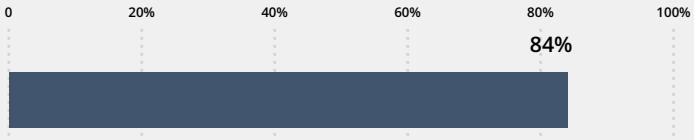


5. Please indicate if you received any of the following ELA supports during the 2021-22 school year (including the summer of 2021).

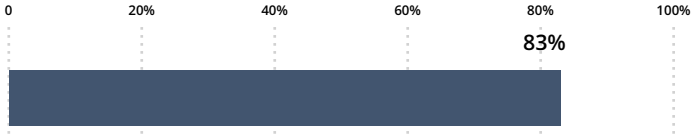
Access to diagnostic assessment data for my students



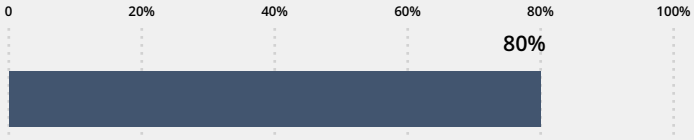
Participated in ELA-focused professional learning community (PLC) with other ELA teachers



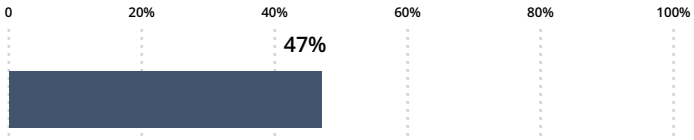
Walk-throughs and feedback cycles



Support from an instructional coach/curriculum specialist with ELA content-level experience



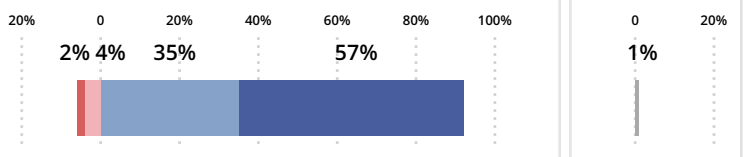
Coaching provided by my ELA curriculum vendor

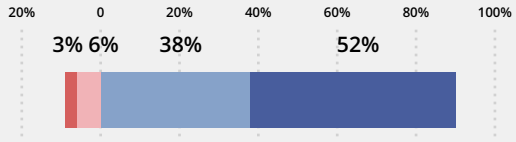
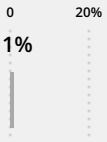
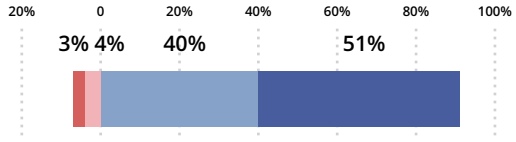
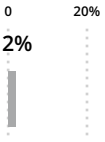
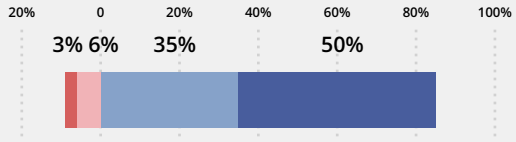
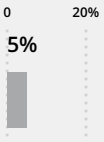


6. Please indicate the extent to which you agree or disagree with each of the following statements regarding the “foundational skills” as you define it.

Strongly Disagree Disagree Agree Strongly Agree I don't know

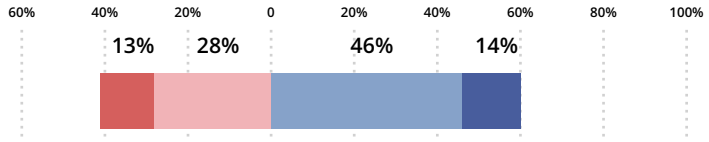
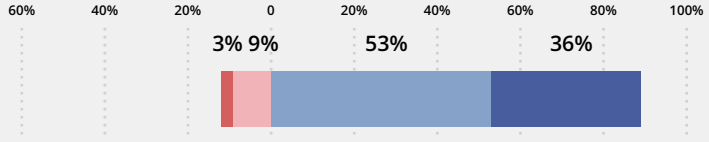
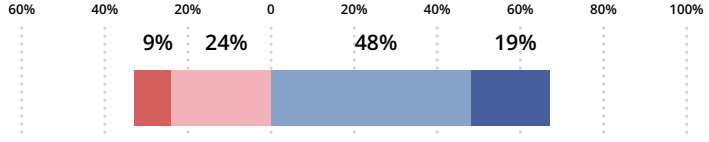
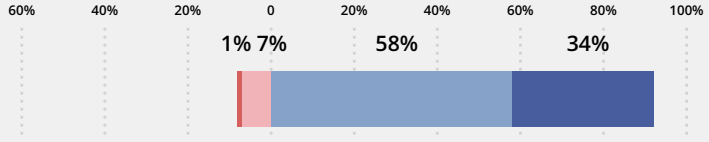
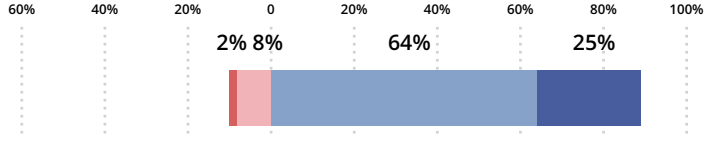
a. I am adequately trained to teach a child to read using the “foundational skills”.



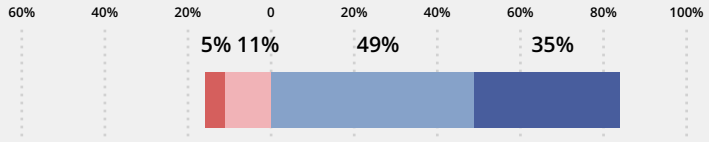
b. I am adequately trained to use curriculum that is designed around the “foundational skills”.		
c. My school administration supports instructional practices grounded in the “foundational skills”.		
d. I am comfortable embedding sounds first activities into my classroom daily schedule.		

7. To what extent do you agree or disagree with the following statements? Please skip any question that is not applicable to your context.

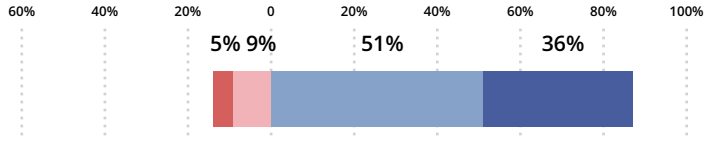
Strongly Disagree Disagree Agree Strongly Agree

a. I have adequate time to provide individualized instruction to the students that I teach.	
b. I know exactly what is expected of me.	
c. My role and responsibilities are understood by other members of the school community.	
d. I am confident that I can help my students reach their IEP goals.	
e. I receive feedback on my instructional practice.	

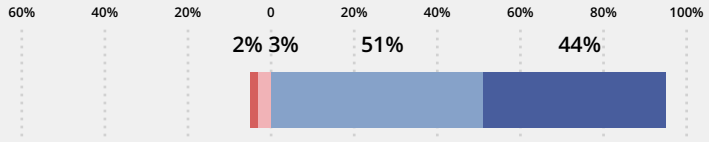
f. Overall, I am supporting students with disabilities in a general education environment.



g. My administrator observes me in a way that is fair to my instructional context.

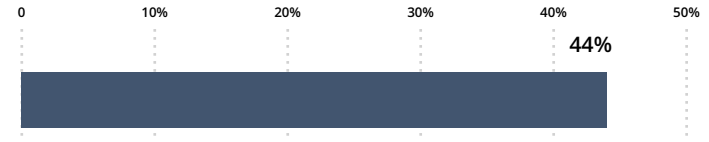


h. I am able to develop instructionally appropriate IEPs for students at this school.

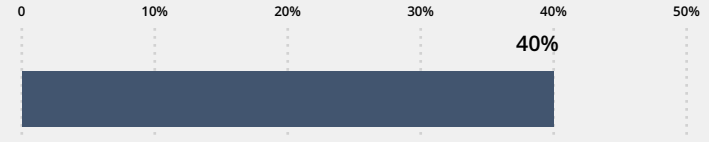


8. Which of the following structures do you primarily use to support inclusion of students with disabilities in a general education environment at your school?

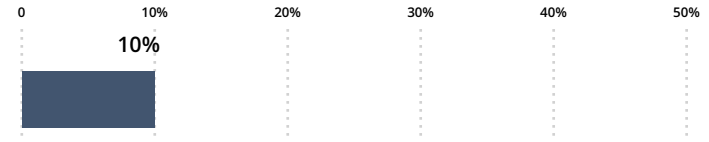
We use co-teaching to support students with disabilities in gen ed environments.



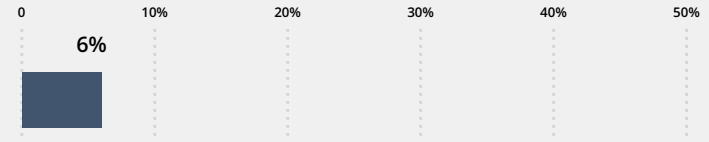
We use parapros to support students with disabilities in gen ed environments.



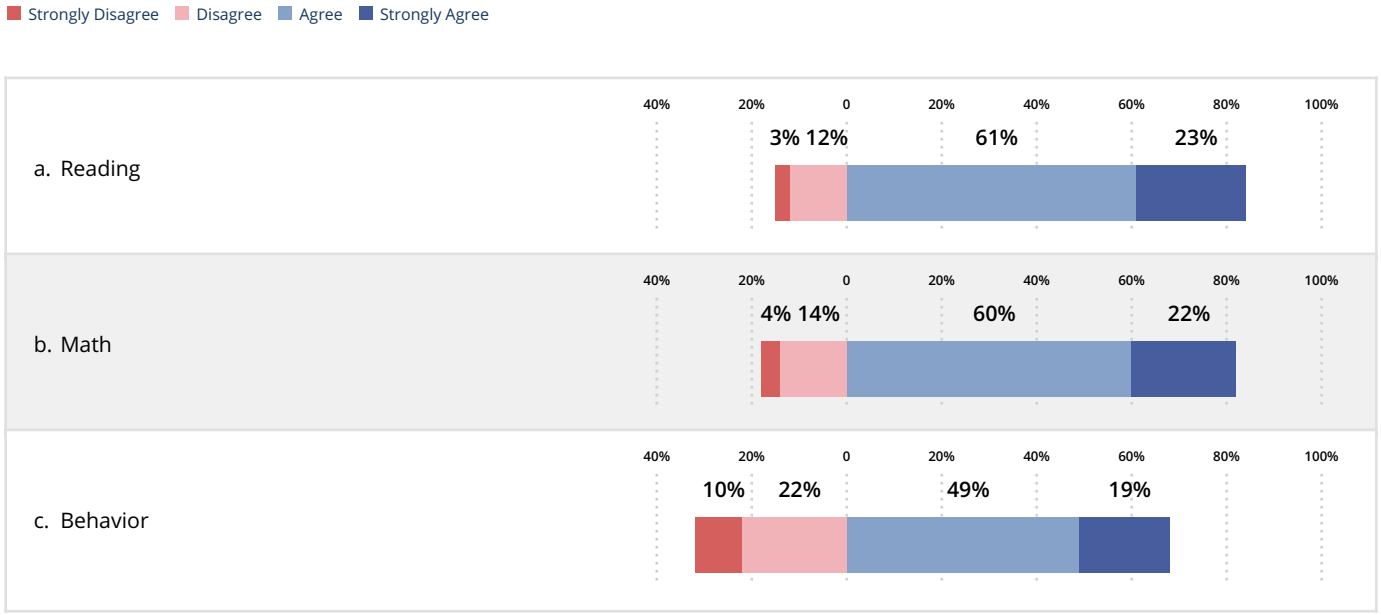
We educate students with disabilities outside of general education classes.



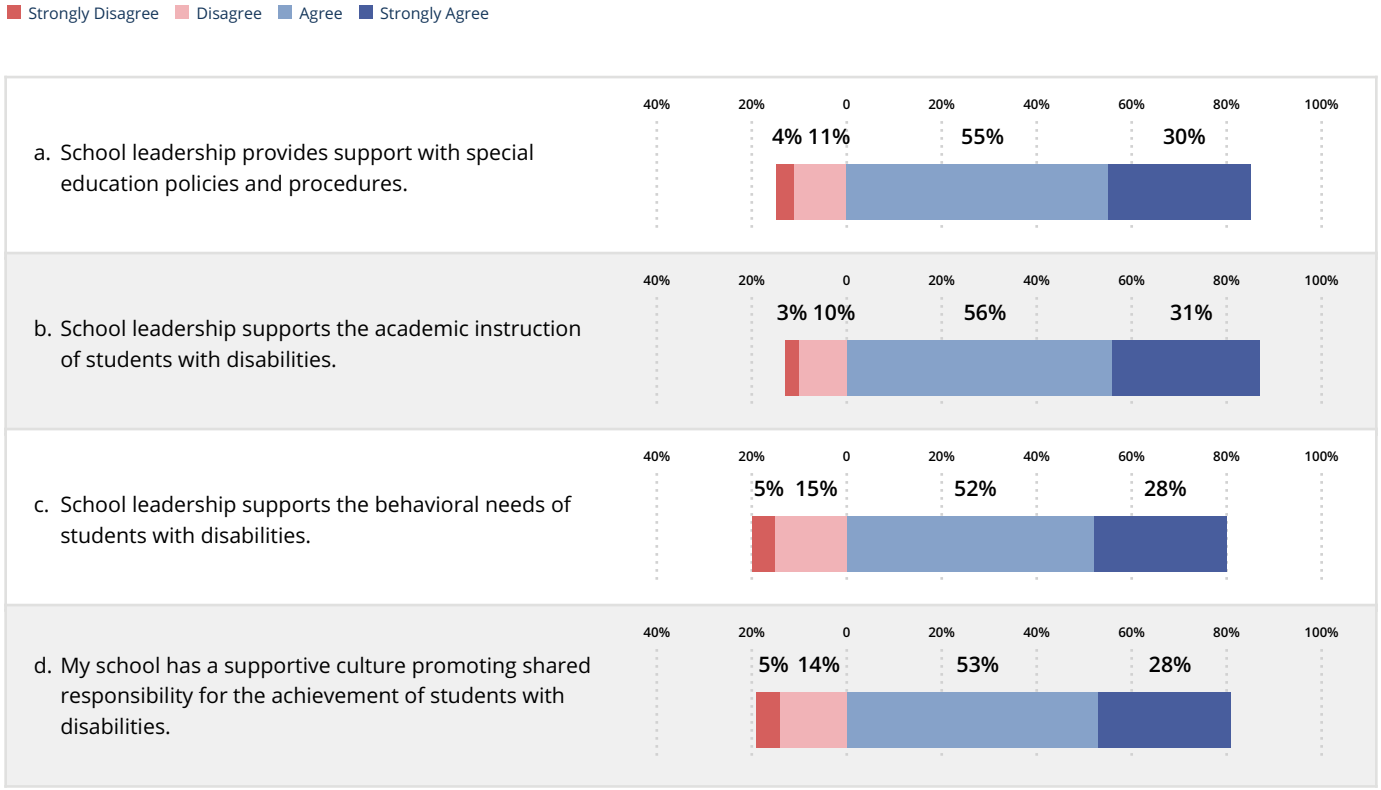
We provide extra training/resources for gen ed teachers.



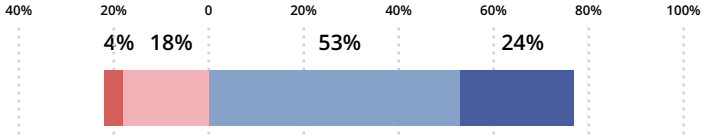
9. To what extent do you agree or disagree that you have the tools necessary to assess student skill deficits in the following areas? Please skip any component that you do not teach.



10. To what extent do you agree or disagree with the following statements?



e. My school provides appropriate materials and tools to serve students with disabilities (e.g., curricula, activities, technology, modified texts).

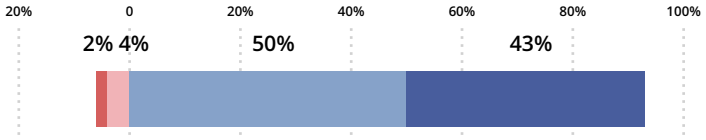


Career & Technical Education

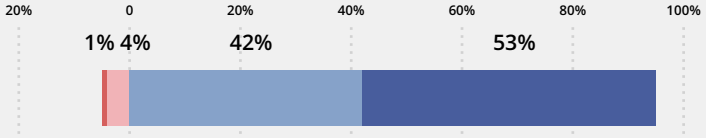
1. Please indicate the extent to which you agree or disagree with the following statements about your program of study.

Strongly Disagree Disagree Agree Strongly Agree

a. Students are interested in my program(s) of study.



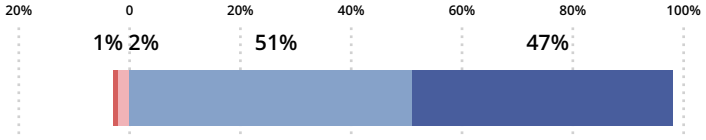
b. My program(s) of study include course offerings that reflect local labor market needs.



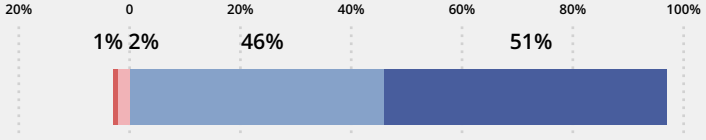
2. Please indicate the extent to which you agree or disagree with the following statements about your program of study's scope.

Strongly Disagree Disagree Agree Strongly Agree

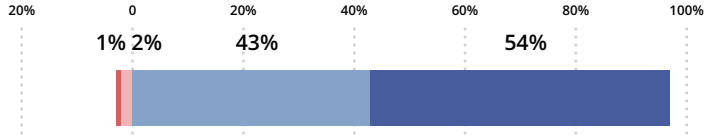
a. I am generally able to integrate appropriate grade level ACADEMIC SKILLS into my instruction.



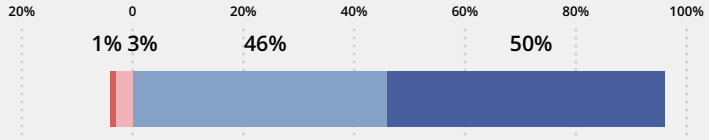
b. I am generally able to integrate appropriate grade level TECHNICAL SKILLS into my instruction.



c. I am generally able to integrate appropriate grade level EMPLOYABILITY SKILLS into my instruction.



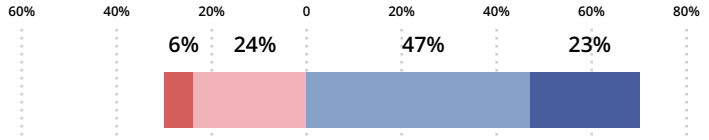
d. I am generally able to integrate appropriate LEADERSHIP SKILLS into my instruction.



3. Please indicate the extent to which you agree or disagree with the following statements about your program of study's connection to career counseling and advisement.

Strongly Disagree Disagree Agree Strongly Agree

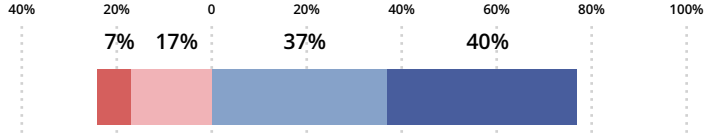
a. I have access to my student's learning plans that include career interest and/or aptitude inventories.



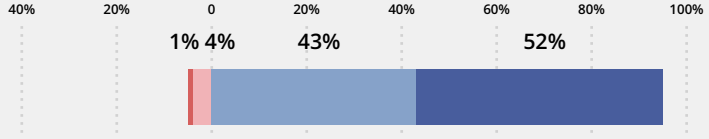
4. Please indicate the extent to which you agree or disagree with the following statements about your program of study's opportunities for students to demonstrate readiness.

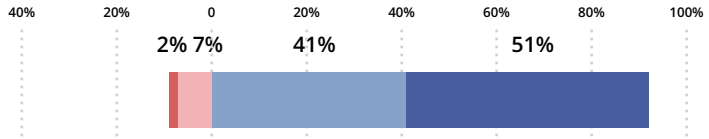
Strongly Disagree Disagree Agree Strongly Agree

a. My program of study has a work-based learning component.



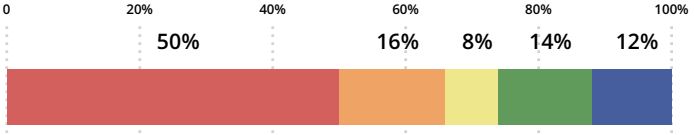
b. My program of study has career exploration opportunities.



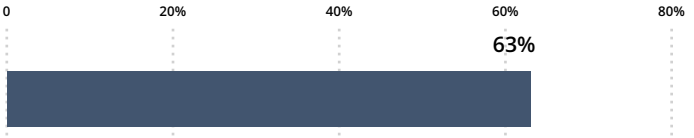
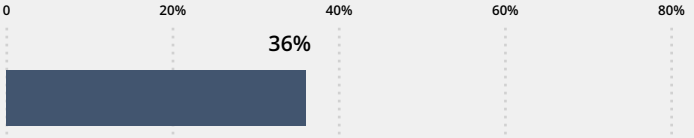
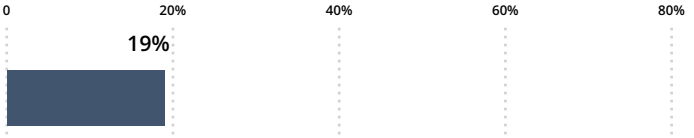
c. My program of study provides opportunities for student to demonstrate knowledge learned through leadership and/or competitive events.	

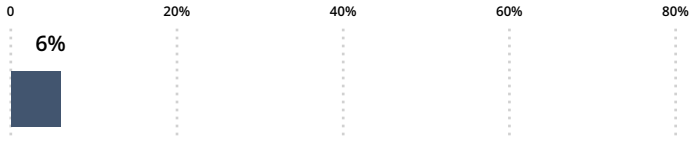
5. How familiar are you with the Vision of Excellent CTE Instruction?

Not at all familiar | I am aware of it, but have not tried it out in my instruction. | I have referenced it in my instruction once or twice this year. | I have referenced it in the development of my instruction occasionally. | I have referenced it in the development of my instruction regularly.

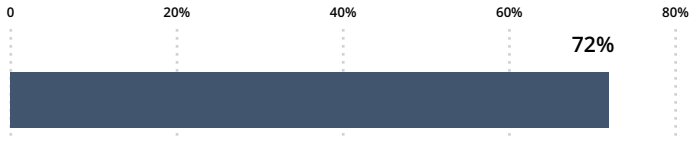
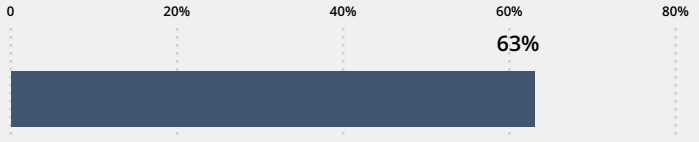
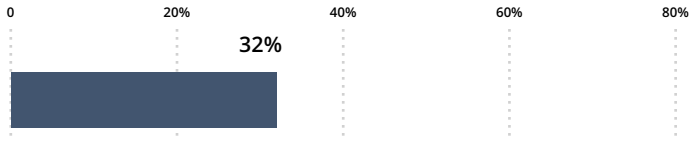
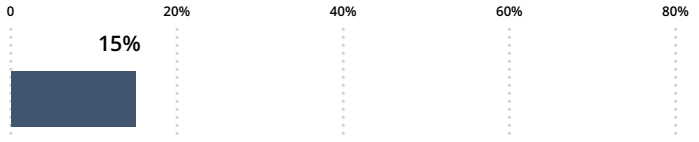
How familiar are you with the Vision of Excellent CTE Instruction?	

6. Which of the following best describes your most common reasons for sourcing and/or creating your own materials to supplement instructional materials provided by your district? (Select up to two)

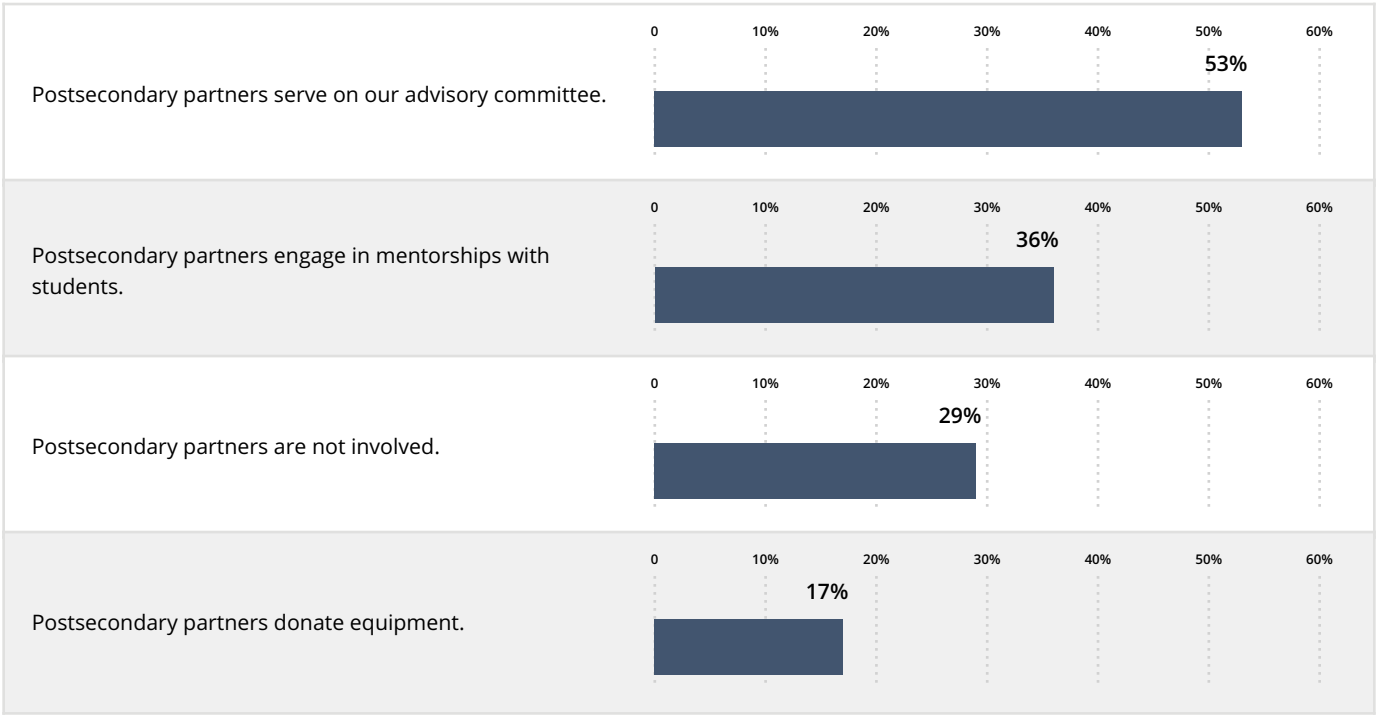
I supplement the instructional materials to differentiate learning for my students.	
The instructional material does not fully cover a specific content bucket.	
I feel more comfortable teaching from different materials than those provided by my school or district.	

The instructional material does not adequately prepare my students for postsecondary education (career or college).	
The instructional material is too difficult for my students.	
I disagree with the way the instructional materials address certain content.	

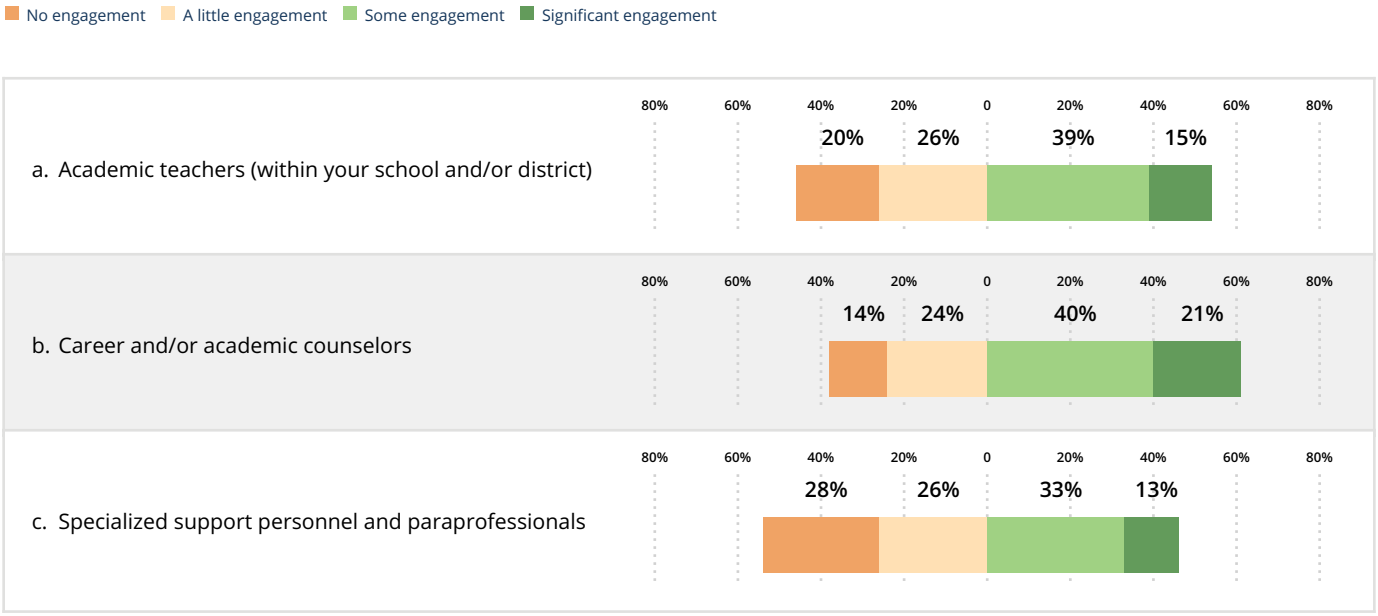
7. What type of engagement does your program have with industry partners?

Industry partners serve on our advisory committee.	
Industry partners offer in-classroom and/or out-of-classroom work-based learning opportunities (guest speaker, job shadowing, internship, etc.).	
Industry partners donate equipment.	
Industry partners engage in mentorships with students.	
Industry partners are not involved.	

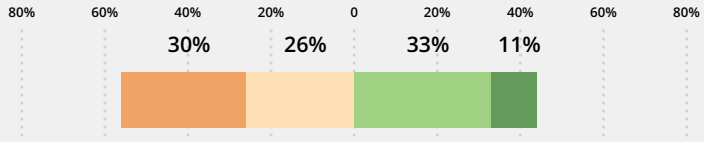
8. What type of engagement does your program have with postsecondary partners?



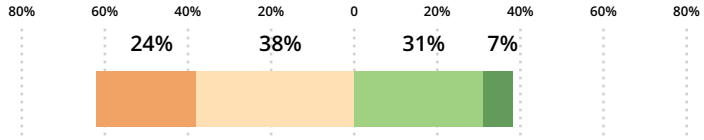
9. Please indicate the extent to which each audience is engaged in developing, improving, and/or evaluating your program(s) of study.



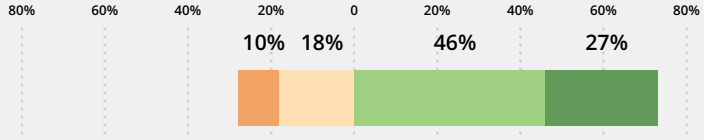
d. Workforce development boards



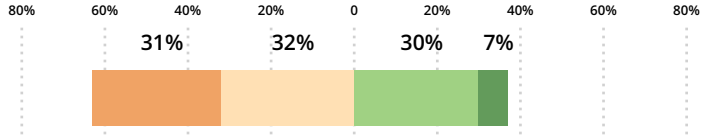
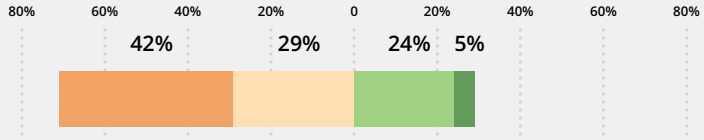
e. Parents



f. Students



g. Representatives of special populations



h. Representatives of regional or local agencies that serve out-of-school youth, homeless, and/or at-risk youth