

Tennessee Teacher Perception Survey

“Compared with lower-achieving schools, higher-achieving schools provided all stakeholders with greater influence on decisions. The higher performance of these schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities.”
Louis, K.S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010).

The Tennessee Instructional Leadership Standards (TILS) serve as the structural framework of the revised Administrator Evaluation Rubric by defining a set of indicators and detailed descriptors that provide a clear set of expectations for school and district leaders. The revised rubric is designed to help instructional leaders develop the type of leadership practices directly related to substantial gains in student achievement. Moreover, the leadership practices embedded in the indicators and descriptors are largely tied to the indirect, but vital role and impact school leaders have on student achievement.

The Tennessee Teacher Perception Survey is aligned to the TILS standards and indicators and designed for educators to provide anonymous, timely, relevant, and thoughtful feedback to instructional leaders and district personnel to inform effective practices.

The Tennessee Teacher Perception Survey is...

- A tool used by teachers to provide fair, effective, and transparent feedback
- Intended to help engage school leaders in reflective dialogue among and between peers and evaluators to improve practice
- Used to support school leaders and those who support school leaders in acknowledging a leader’s effective practices and results
- Supportive of a leader’s opportunities for improvement, offering guidance from teachers on professional growth and learning for oneself and for others in the building
- Aligned to the dimensions of leadership most directly linked to managing teacher effectiveness and increasing student achievement as defined by the TILS

The Tennessee Teacher Perception Survey is not...

- Developed as a random checklist of isolated practices
- To be counted as a specific percentage of a component in the administrator evaluation model
- Meant to address areas of performance related to personal conduct as described in district and state policies

TILS Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

1. The vision for our school incorporates continuous improvement.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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2. The vision for our school incorporates a culture conducive to teaching and learning.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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3. The vision for our school incorporates the expectation of ongoing professional learning and growth.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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4. My principal builds capacity of educators to provide a rigorous, standards-based curriculum to all students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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5. My principal collaborates with educators to analyze and use data throughout the year to establish specific goals and strategies aimed at improving student achievement and growth.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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6. My principal leads educators to develop and execute interventions to address all students' learning needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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7. My principal systematically monitors progress toward established goals.
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|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|
8. My principal facilitates the implementation of strategies leading to continuous improvement.
- | | | | | | |
|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
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TILS Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

9. My principal fosters an environment that is safe.
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|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|
10. My principal fosters an environment that is respectful.
- | | | | | | |
|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|
11. My principal fosters an environment that is orderly.
- | | | | | | |
|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|
12. My principal strategically utilizes educator strengths to engage all students in meaningful, relevant learning opportunities.
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|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|
13. My principal takes measures to actively involve families in the education of their children.
- | | | | | | |
|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|
14. My principal communicates expectations for individual and shared ownership of school success.
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|----------------|-------|---------|----------|-------------------|--------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Observed (N/A) |
|----------------|-------|---------|----------|-------------------|--------------------|

15. My principal facilitates and sustains a culture that recognizes students as individuals, capable of growth.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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16. My principal facilitates and sustains a culture that actively encourages educators to help all students reach their full potential.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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17. My principal recognizes and celebrates improved educator performance related to school vision and goals.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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18. My principal recognizes and celebrates improved student performance related to school vision and goals.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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TILS Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

19. My principal implements and monitors a rigorous evaluation system by gathering evidence that reflects a balance between educator and student actions.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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20. My principal implements and monitors a rigorous evaluation system by grounding all evidence coding and scoring to the rubric with accuracy to ensure fidelity of the process.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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21. My principal implements and monitors a rigorous evaluation system by using a preponderance of evidence to evaluate my teaching.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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22. My principal implements and monitors a rigorous evaluation system by using the rubric to structure feedback about my teaching.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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23. My principal engages educators in professional learning that is job-embedded.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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24. My principal engages educators in professional learning that is informed by data.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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25. My principal engages educators in professional learning that is differentiated to meet educator needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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26. My principal engages educators in professional learning that is differentiated to meet school-improvement needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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27. My principal engages educators in professional learning that is research-based.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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28. Based on evidence of student and educator outcomes, my principal collaborates with others to induct new educators.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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29. Based on evidence of student and educator outcomes, my principal collaborates with others to develop/support all educators.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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30. Based on evidence of student and educator outcomes, my principal collaborates with others to retain and grow/extend effective educators.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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31. Based on evidence of student and educator outcomes, my principal collaborates with others to identify and support potential teacher-leaders.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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32. Based on evidence of student and educator outcomes, my principal collaborates with others to improve his/her practice based on multiple sources of feedback.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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TILS Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

33. My principal communicates strategies for utilizing community resources and partners to support the school’s mission, vision, and goals.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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34. My principal includes a diverse set of educators and stakeholders in school improvement decisions.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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35. My principal establishes, communicates, enforces, and makes necessary adjustments to a set of standard operating procedures and routines.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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36. My principal communicates expectations for all educators to perform monetary responsibilities with accuracy, transparency, and in the best interest of students and staff.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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Educator Development and Support

37. My principal provides feedback with specific action steps to improve my classroom practice.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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38. My principal listens and acts upon feedback from my peers and me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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39. My principal uses my evaluation data to inform my professional learning goals.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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40. My principal holds me accountable for the quality of my work.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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41. My principal communicates about what high quality work looks like within the building.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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42. My principal appreciates high quality work performed by teachers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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43. My principal holds all educators accountable for the quality of their work.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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44. My principal communicates the roles of all staff members in the building.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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45. My principal uses organizational skills to advise me in a timely manner of upcoming meetings and deadlines.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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46. My principal is willing to make difficult decisions, aligned to the mission and vision of our school, even in the face of adversity.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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47. My principal collaborates with educators to create a student-centered learning environment.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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48. My principal respects students by showing interest and concern about their lives inside of school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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49. My principal respects students by showing interest and concern about their lives outside of school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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50. My principal treats me with respect.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Observed (N/A)
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Open-ended Questions

51. Briefly describe two to three areas of strength demonstrated by your principal that have had the greatest impact on your school.

52. Briefly describe one area of your principal’s leadership that, if improved, could have the greatest impact on your school.

53. Additional comments (optional):