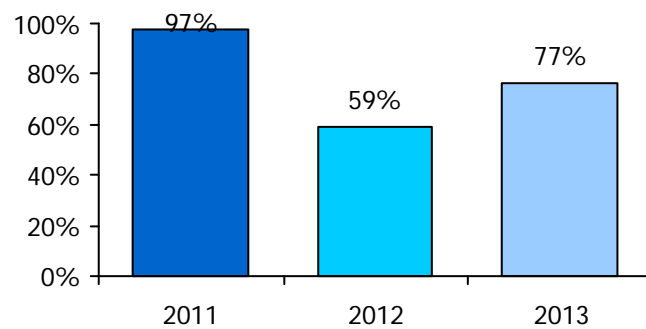




# TELL AISD Staff Working Conditions Survey: Results for 2011-2013

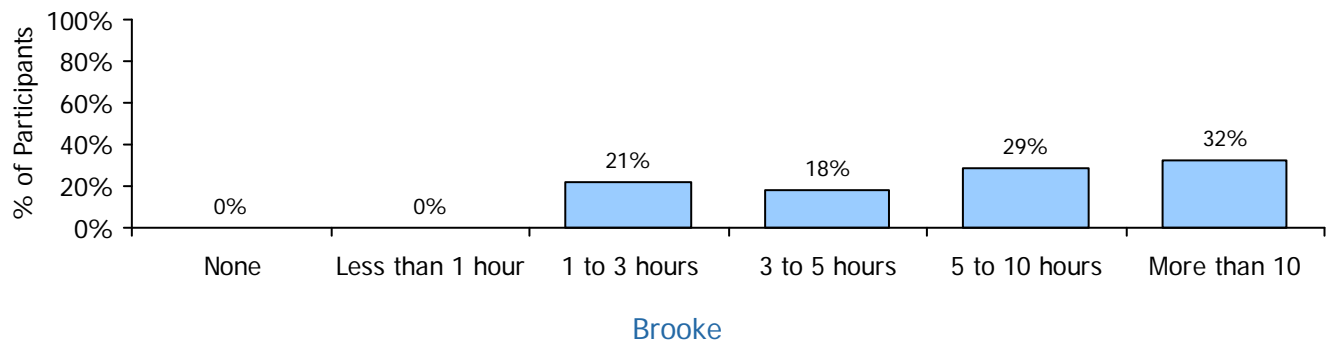
## Brooke Elementary School

To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is a unique opportunity to gather information about school conditions from those whose views matter most—practicing educators. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts are displayed in Figure 1.



## Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



	2011	Brooke 2012		All EL 2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	29%	18%	36%	56%
Teachers have time available	28%	31%	54%	59%
The non instructional time provided for teachers in my school is sufficient.	38%	23%	46%	46%

## Facilities and Resources

	Brooke			ALL EL
	2011	2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	87%	74%	89%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	74%	65%	68%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	59%	74%	89%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	68%	55%	63%	70%
Teachers have sufficient access to a broad range of professional support personnel.	89%	64%	71%	80%
The physical environment of classrooms in this school supports teaching and learning. +	100%	86%	86%	93%
The school environment is clean and well maintained. +	98%	86%	94%	94%
Teachers have adequate space to work productively.	95%	88%	93%	85%

Note. + Includes responses from teaching and nonteaching staff.

				ALL EL
	2011	2012	2013	2013
The faculty and leadership have a shared vision.	87%	26%	73%	85%
Teachers feel comfortable raising issues and concerns that are important to them.	92%	27%	57%	75%
The school leadership consistently supports teachers.	89%	18%	57%	80%
Teachers are held to high professional standards for delivering instruction.	100%	85%	93%	94%
The school leadership facilitates using data to improve student learning.	100%	75%	92%	96%
Teacher performance is assessed objectively.	97%	53%	83%	87%
Teachers receive feedback that can help them improve teaching.	88%	39%	68%	84%
The procedures for teacher evaluation are consistent.	88%	34%	73%	86%
The faculty are recognized for accomplishments.	86%	45%	74%	83%
There is an atmosphere of trust and mutual respect. +	89%	23%	60%	80%
School leadership effectively communicates policy. +	96%	33%	63%	86%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	48%	80%
My principal clearly defines expectations for our school.	*	*	56%	88%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	41%	84%
My principal has a clearly defined mission and vision for my school.	*	*	48%	89%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	63%	92%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	36%	80%

The school leadership makes a sustained effort to address teacher concerns about:

	2011	Brooke		ALL EL
		2012	2013	2013
The use of time in my school	92%	26%	58%	80%
Facilities and resources	100%	56%	77%	91%
Community support and involvement	89%	34%	73%	90%
Managing student conduct	92%	26%	54%	82%
Teacher leadership	89%	33%	77%	89%
School leadership	92%	30%	69%	88%
Professional development	95%	56%	71%	90%
Instructional practices and support	94%	45%	74%	90%
New teacher support	81%	48%	79%	86%
Achievement Press	*	48%	79%	91%

## Teacher Leadership

	2011	Brooke		ALL EL
		2012	2013	2013
Teachers are recognized as educational experts.	85%	42%	71%	
Teachers are trusted to make sound professional decisions about instruction.	90%	36%	75%	
Teachers are relied upon to make decisions about educational issues.		41%	78%	
Teachers are encouraged to participate in school leadership roles.		66%	81%	
The faculty has an effective process for making group decisions to solve problems.		34%	55%	
In this school we take steps to solve problems.		50%	73%	
Teachers are effective leaders in this school.		76%	77%	
Teachers have an appropriate level of influence on decision making in this school.		24%	46%	

	77%
	81%
Professional learning opportunities are aligned with the school's improvement plan.	80%
Professional development is differentiated to meet the needs of individual teachers.	60%
Professional development deepens teachers' content knowledge.	79%
Teachers are encouraged to reflect on their own practice.	85%
Follow up is provided from professional development in this school.	57%
	38%

## Instructional Practice and Support

	2011	Brooke		ALL EL
		2012	2013	2013
State and local assessment data are available in time to impact instructional practices.	89%	72%	78%	82%
Teachers in this school use assessment data to inform their instruction.	97%	100%	100%	98%
Teachers work in professional learning communities to develop and align instructional practices.	94%	82%	100%	93%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	94%	72%	96%	90%
Teachers are encouraged to try new things to improve instruction.	95%	57%	88%	90%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	72%	36%	56%	77%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	91%	6%	52%	74%

## Community Support and Engagement

	2011	Brooke		ALL EL
		2012	2013	2013
Parents/guardians are influential decision makers in this school.	39%		50%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	68%		67%	85%
This school maintains clear, two-way communication with the community.	82%		79%	90%
This school does a good job of encouraging parent/guardian involvement.	71%		61%	89%
Teachers provide parents/guardians with useful information about student learning.	92%		97%	95%
Parents/guardians support teachers, contributing to their success with students.	55%		75%	95%
Community members support teachers, contributing to their success with students.	76%		75%	
The community we serve is supportive of this school.	83%		79%	

	2011	2012	2013	ALL EL 2013
		67%	76%	
		51%	51%	
		85%	83%	
		38%	55%	
		41%	68%	
		84%	95%	
		88%	90%	
		83%	89%	

## Achievement Press

	2011	Brooke 2012	2013	ALL EL 2013
The school sets high standards for academic performance.	98%			
Teachers in this school believe that their students have the ability to achieve academically.	98%			
Parents exert pressure to maintain high standards.	39%			
Achievement is recognized and acknowledged by the school.	97%			
Parents press for school improvement.	50%			
Students in this school can achieve the goals that have been set for them.	100%			
Students respect others who get good grades.	90%			
Students seek extra work so they can get get good grades.	52%			
Students try hard to improve on previous work.	74%			