2012 TELL AISD
Results for Baldwin 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 ³practicing educators. The purpose of the survey is to support sound educational policies and practices based on the views of teachers, principals, and other educators in our schools. The following report includes survey results for Baldwin during the 2010-2011 and 2011-2012 school years.

Survey Participants

	Baldwin				All Elementary	
	2011		2012		2012	
	n	%	n	%	n	%
Professional/ Administrative Staff	34	90%	35	80%	3,289	88%
All Campus Staff	42	n/a	48	n/a	4,313	n/a

Note: Response rates for all campus staff cannot be determined.

SURVEY RESULTS FOR BALDWIN

For each item in the report below, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Most items were asked of only professional and administrative campus staff. However some items were asked of all campus staff. Results are reported separately, when available. Arrows indicate statistically meaningful changes.

		Baldwin			All Elementary
		2011	2012	Ç È	2012
Overall, my school is a good place to work and learn.	Professional/ Admin	98%	88%		88%
	All Campus Staff	100%	85%	È	90%

TELL AISD

Since 2004, AISD has studied the relationship of school climate with staff and student outcomes. In 2010, the AISD Office of Educator Quality and Department of Research and Evaluation partnered ZLWK WKH 1HZ 7HDF (NTC) Teaching and Learning Conditions Initiative to develop a survey designed to measure the elements of teaching and learning conditions most critical to school success. The survey is based on 17&·V UHVHDUFK 2,00F schools in 18 states. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including:

- Time
- Leadership
- Facilities and resources
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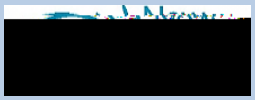

School Leadership

	Baldwin			All Elementary
	2011	2012	Ç ˇ E	

Teacher Leadership

	Baldwin 2011	All Elementary

Professional Development

	Baldwin 2011	Baldwin 2012	Ç É	All Elementary 2012
Sufficient resources are available for professional development in my school.	93%	67%	È	81%
An appropriate amount of time is provided for professional development.	94%	48%	È	79%
Professional development offerings are data driven.	100%	67%	È	87%
3 U R I H V V L R Q D O O H D U Q L Q J R S S R U W X Q L W L H V D improvement plan.	100%	75%	È	90%
Professional development is differentiated to meet the needs of individual teachers.	76%	38%	È	66%
Professional development deepens teachers ·content knowledge.	94%	69%	È	81%
Teachers are encouraged to reflect on their own practice.	100%	82%	È	89%
Follow up is provided from professional development in this school.	96%	48%	È	70%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	94%	64%	È	79%
Professional development is evaluated and results are communicated to teachers.	74%	48%	È	62%
Professional G H Y H O R S P H Q W H Q K D Q F H V W H instructional strategies that meet diverse student learning needs.	100%	75%	È	85%
3 U R I H V V L R Q D O G H Y H O R S P H Q W H Q K D Q F H V W H learning.	100%	78%	È	88%

	Baldwin		All Elementary
Instructional Practice and Support	2011	2012	2012
State and local assessment data are available in time to impact instructional			

Baldwin