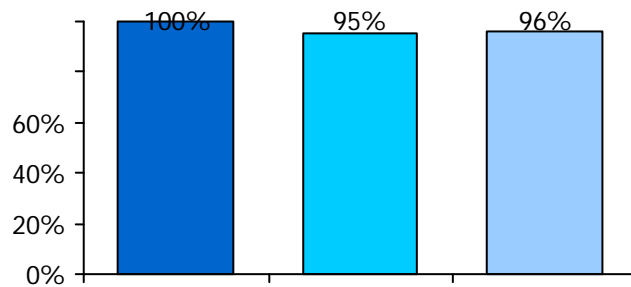




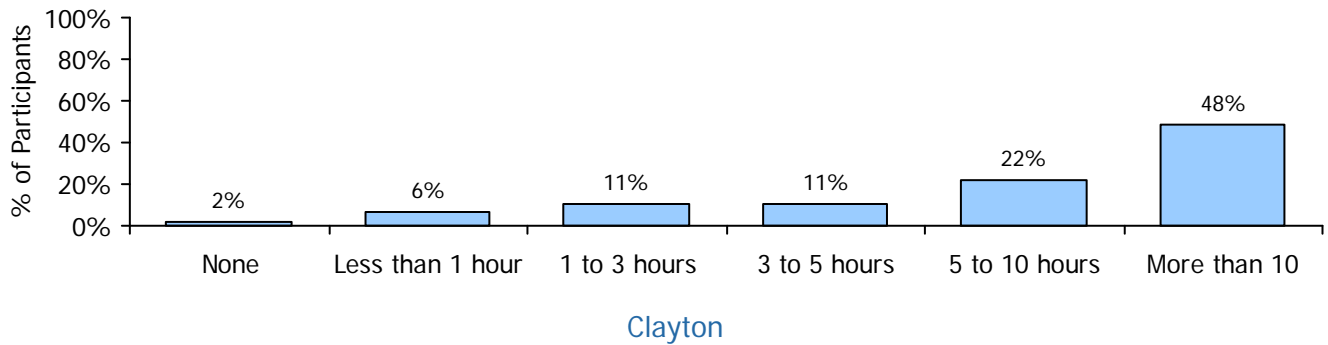
TELL AISD Staff Working Conditions Survey: Results for 2011-2013 Clayton Elementary School

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	Clayton 2012	All EL 2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	64%	60%	51%
Teachers have time available to collaborate Use	38%	63%	63%
The non instructional time provided for teachers is sufficient.	29%	52%	59%

The school leadership makes a sustained effort to address teacher concerns about:	Clayton			ALL EL
	2011	2012	2013	2013
The use of time in my school	72%	88%	91%	80%
Facilities and resources	92%	96%	100%	91%
Community support and involvement	94%	98%	98%	90%
Managing student conduct	87%	92%	89%	82%
Teacher leadership	89%	96%	83%	89%
School leadership	89%	96%	90%	88%
Professional development	79%	96%	93%	90%
Instructional practices and support	85%	94%	92%	90%
New teacher support	83%	91%	88%	86%
Achievement Press	*	98%	100%	91%

Note. *New to the survey in Spring 2012.

Teacher Leadership	Clayton			ALL EL
	2011	2012	2013	2013
Teachers are recognized as educational experts.	98%	96%	97%	85%
Teachers are trusted to make sound professional decisions about instruction.	94%	98%	97%	85%
Teachers are relied upon to make decisions about educational issues.	92%	98%	94%	86%
Teachers are encouraged to participate in school leadership roles.	90%	94%	89%	90%
The faculty has an effective process for making group decisions to solve problems.	78%	88%	81%	78%
In this school we take steps to solve problems.	92%	92%	87%	85%
Teachers are effective leaders in this school.	94%	98%	92%	90%
Teachers have an appropriate level of influence on decision making in this school.	*	88%	76%	78%

Note. *New to the survey in Spring 2012.

Professional Development

	2011	Clayton		ALL EL 2013
		2012	2013	
Sufficient resources are available for professional development.	85%	90%	85%	85%
An appropriate amount of time is provided for professional development.	72%	88%	79%	77%
Professional development offerings are data driven.	86%	98%	85%	89%
Professional learning opportunities are aligned with the school's improvement plan.	95%	98%	92%	92%
Professional development is differentiated to meet the needs of individual teachers.	58%	77%	73%	72%
Professional development deepens teachers' content knowledge.	76%	82%	73%	85%
Teachers are encouraged to reflect on their own practice.	92%	94%	98%	92%
Follow up is provided from professional development in this school.	71%	75%	73%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	67%	84%	79%	81%
Professional development is evaluated and results are communicated to teachers.	58%	82%	67%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	80%	92%	81%	89%
Professional development enhances teachers' abilities to improve student learning.	82%	94%	81%	91%

Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	69%	72%
PD deepens teachers' content knowledge.	79%	78%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	79%	77%
PD enhances teachers' abilities to improve student learning.	90%	78%

Note. These items were new in 2013.

Community Support and Engagement



2011	2012	2013	ALL EL 2013
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