



TELL AISD Teaching and Learning Conditions Survey:  
Results for 2011 through 2015  
**Campbell Elementary School**

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2011

50%

36%

39%

82%

76%

55%

55%

57%

64%

49%

66%

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

	Campbell			ALL EL
	2011	2012	2013	2015
The use of time in my school	37%	38%	52%	
Facilities and resources	69%	50%	73%	
Community support and involvement	33%	56%	72%	
Managing student conduct	25%	41%	48%	
Teacher leadership	38%	35%	68%	
School leadership	28%	41%	60%	
Professional development	55%	35%	71%	
Instructional practices and support	34%	47%	71%	
New teacher support	22%	38%	41%	
Achievement press	*	64%	63%	

2013

Teachers are trusted to make sound

56%

56%

65%

53%

52%

81%

42%

## Managing Student Conduct

	Campbell					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	67%	79%	78%	66%	100%	93%
Students at this school follow rules of conduct.	33%	62%	57%	35%	84%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	73%	81%	83%	59%	100%	91%
Administrators consistently enforce rules for student conduct.	39%	62%	61%	33%	97%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	42%	62%	71%	33%	94%	90%
Teachers consistently enforce rules for student conduct.	87%	81%	93%	63%	92%	93%
The faculty work in a school environment that is safe.	68%	83%	81%	58%	100%	96%
Non-teaching staff consistently enforce rules for student conduct.	80%	89%	87%	81%	100%	93%

Note: All items in this table include responses from teaching and non-teaching staff.

## Achievement Press

	Campbell					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	84%	79%	70%	74%	96%	96%
Teachers in this school believe that their students have the ability to achieve academically.	87%	76%	66%	88%	86%	96%
Parents exert pressure to maintain high standards.	36%	30%	26%	20%	35%	68%
Achievement is recognized and acknowledged by the school.	92%	79%	79%	70%		93%
Parents press for school improvement.	57%	50%	41%	35%		70%
Students in this school can achieve the goals that have been set for them.	83%	85%	68%	69%		95%
Students respect others who get good grades.	61%	75%	69%	63%		93%
Students seek extra work so they can get good grades.	36%	46%	28%	13%		62%
Students try hard to improve on previous work.	48%	48%	54%	38%		83%
The learning environment is orderly and serious. +	70%	85%	76%	48%		91%

Note. + Item includes responses from teaching and non-teaching staff.

	Campbell		ALL EL
	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.		87%	
Teachers work in professional learning communities to develop and align instructional practices.		86%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.		68%	
Teachers are encouraged to try new things to improve instruction.		70%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.		44%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).		48%	

## Professional Development

	Campbell					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	69%	60%	73%	50%	82%	88%
An appropriate amount of time is provided for professional development.	67%	65%	63%	43%	78%	85%
Professional development offerings are data driven.	57%	75%	77%	67%	100%	91%
Professional learning opportunities are aligned with the school's improvement plan.	58%	73%	74%	58%	100%	94%
Professional development is differentiated to meet the needs of individual teachers.	28%	35%	52%	35%	68%	79%
Professional development deepens teachers' content knowledge.	60%	44%	71%	50%	93%	88%
Teachers are encouraged to reflect on their own practice.	74%	59%	70%	59%	96%	94%
Follow up is provided from professional development in this school.	34%	18%	50%	39%	85%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	39%	35%	61%	43%	84%	87%
Professional development is evaluated and results are communicated to teachers.	24%	31%	50%	50%	73%	76%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	67%	56%	73%	63%	93%	91%
Professional development enhances teachers' abilities to improve student learning.	63%	63%	73%	65%	96%	93%

## Facilities and Resources

	Campbell					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	67%	72%	71%	65%	100%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	53%	78%	79%	72%	85%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	70%	72%	68%	64%	85%	87%
Teachers have sufficient training and support to fully utilize the available instructional technology.	48%	72%	71%	52%	75%	79%
Teachers have sufficient access to a broad range of professional support personnel.	63%	71%	67%	45%	81%	87%
The physical environment of classrooms in this school supports teaching and learning.+	92%	84%	98%	84%	97%	94%
The school environment is clean and well maintained.+	68%	87%	98%	76%	84%	94%
Teachers have adequate space to work productively.	94%	78%	79%	76%	96%	90%
Teachers have time available to collaborate with colleagues.	61%	58%	61%	33%	60%	78%

Note. + Includes responses from teaching and nonteaching staff.