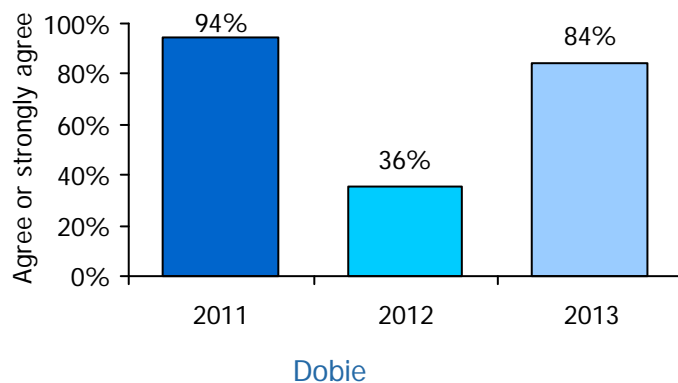
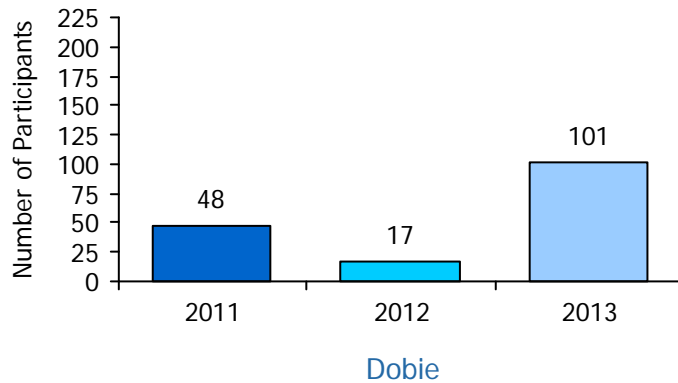


# TELL AISD Staff Working Conditions Survey: Results for 2011-2013

## Dobie Middle School

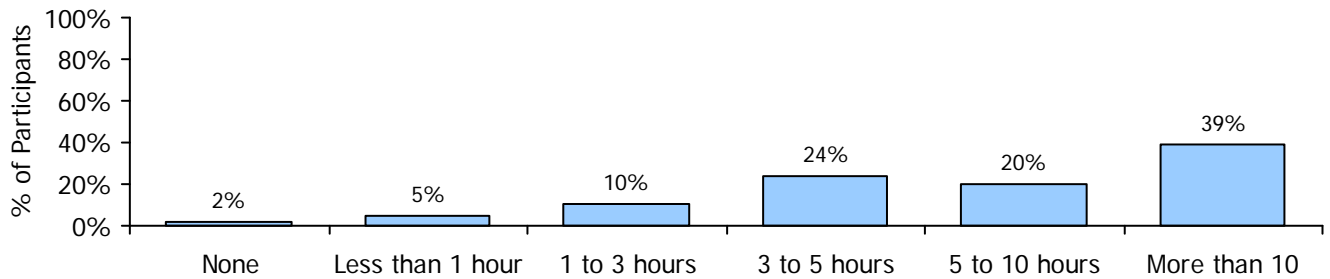
To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is a unique opportunity to gather information about school conditions from those whose 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.

Figure 1. TELL AISD Participants Spring 2011 to Spring 2013



## 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)?



Dobie

	2011	Dobie 2012	2s do.14120131176 .6509	All MS 48%
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	53%	24%	36%	48%
Teachers have time available to collaborate with colleagues.	74%	53%	57%	64%
The non instructional time provided for teachers in my school is sufficient.	51%	35%	39%	57%

## Facilities and Resources

	2011	Dobie		ALL MS
		2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	90%	71%	77%	83%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	75%	88%	71%	80%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	78%	71%	76%	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	49%	44%	61%	71%
Teachers have sufficient access to a broad range of professional support personnel.	82%	65%	74%	82%
The physical environment of classrooms in this school supports teaching and learning. +	81%	75%	96%	87%
The school environment is clean and well maintained. +	96%	94%	100%	93%
Teachers have adequate space to work productively.	85%	82%	81%	84%

Note. + Includes responses from teaching and nonteaching staff.

## School Leadership

	2011	Dobie		ALL MS
		2012	2013	2013
The faculty and leadership have a shared vision.	82%	53%	65%	80%
Teachers feel comfortable raising issues and concerns that are important to them.	68%	47%	65%	71%
The school leadership consistently supports teachers.	58%	20%	61%	75%
Teachers are held to high professional standards for delivering instruction.	90%	67%	91%	94%
The school leadership facilitates using data to improve student learning.	95%	73%	93%	94%
Teacher performance is assessed objectively.	80%	50%	85%	82%
Teachers receive feedback that can help them improve teaching.	78%	57%	80%	82%
The procedures for teacher evaluation are consistent.	66%	38%	78%	80%
The faculty are recognized for accomplishments.	85%	40%	70%	81%
There is an atmosphere of trust and mutual respect. +	62%	40%	67%	76%
School leadership effectively communicates policy. +	82%	33%	82%	82%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	64%	81%
My principal clearly defines expectations for our school.	*	*	76%	90%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	68%	84%
My principal has a clearly defined mission and vision for my school.	*	*	75%	90%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	85%	92%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	62%	79%

Notes. \*New to the survey in Spring 2013.

+ Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Dobie			ALL MS
	2011	2012	2013	2013
The use of time in my school	78%	47%	63%	77%
Facilities and resources	87%	64%	76%	87%
Community support and involvement	81%	64%	70%	87%
Managing student conduct	62%	13%	58%	75%
Teacher leadership	78%	53%	72%	85%
School leadership	75%	40%	70%	84%
Professional development	70%	40%	86%	89%
Instructional practices and support	89%	57%	86%	88%
New teacher support	88%	60%	82%	82%
Achievement Press	*	45%	80%	86%

Note. \*New to the survey in Spring 2012.

## Teacher Leadership

	Dobie			ALL MS
	2011	2012	2013	2013
Teachers are recognized as educational experts.	86%	57%	67%	78%
Teachers are trusted to make sound professional decisions about instruction.	78%	64%	60%	77%
Teachers are relied upon to make decisions about educational issues.	76%	57%	67%	78%
Teachers are encouraged to participate in school leadership roles.	78%	79%	80%	89%
The faculty has an effective process for making group decisions to solve problems.	68%	21%	65%	73%
In this school we take steps to solve problems.	73%	31%	71%	82%
Teachers are effective leaders in this school.	79%	36%	77%	85%
Teachers have an appropriate level of influence on decision making in this school.	*	14%	56%	72%

Note. \*New to the survey in Spring 2012.

## Professional Development

	2011	Dobie		ALL MS
		2012	2013	2013
Sufficient resources are available for professional development.	73%	36%	84%	85%
An appropriate amount of time is provided for professional development.	68%	57%	83%	78%
Professional development offerings are data driven.	84%	46%	85%	88%
Professional learning opportunities are aligned with the school's improvement plan.	84%	46%	88%	91%
Professional development is differentiated to meet the needs of individual teachers.	43%	0%	58%	64%
Professional development deepens teachers' content knowledge.	62%	21%	74%	73%
Teachers are encouraged to reflect on their own practice.	86%	79%	80%	87%
Follow up is provided from professional development in this school.	62%	36%	71%	69%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77%	23%	76%	76%
Professional development is evaluated and results are communicated to teachers.	51%	7%	58%	65%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	76%	21%	87%	84%
Professional development enhances teachers' abilities to improve student learning.	81%	36%	87%	86%

### Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	43%	58%
PD deepens teachers' content knowledge.	66%	76%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	76%	79%
PD enhances teachers' abilities to improve student learning.	73%	77%

Note. These items were new in 2013.



## Managing Student Conduct

	Dobie	
	2011	2012
Students at this school understand expectations for their conduct.	43%	79%
Students at this school follow rules of conduct.	7%	53%
Policies and procedures about student conduct are clearly understood by the faculty.	43%	80%
Administrators consistently enforce rules for student conduct.	0%	64%
Administrators support teachers' efforts to maintain discipline in the classroom.	0%	74%
	57%	
	29%	
	31%	

## Achievement Press

	2011			
	2011	2012	2013	2014
The school sets high standards for academic performance.	95%	79%	85%	87%
Teachers in this school believe that their students have the ability to achieve academically.	93%	71%	78%	88%
Parents exert pressure to maintain high standards.	23%	8%	25%	51%
Achievement is recognized and acknowledged by the school.	93%	43%	81%	90%
Parents press for school improvement.	31%	8%	25%	58%
Students in this school can achieve the goals that have been set for them.	98%	69%	93%	91%
Students respect others who get good grades.	58%	21%	52%	66%
Students seek extra work so they can get good grades.	44%	14%	41%	48%
Students try hard to improve on previous work.	57%	14%	46%	53%
The learning environment is orderly and serious. +	78%	14%	69%	77%