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 General Climate, Leadership, Managing Student Conduct, Achievement Press, Instructional Practice and Support, Community Support and Engagement, Professional Development, and Facilities and Resources. In 2015, 8,760 AISD campus employees completed the survey.

Survey Results

Joslin
Survey Participants
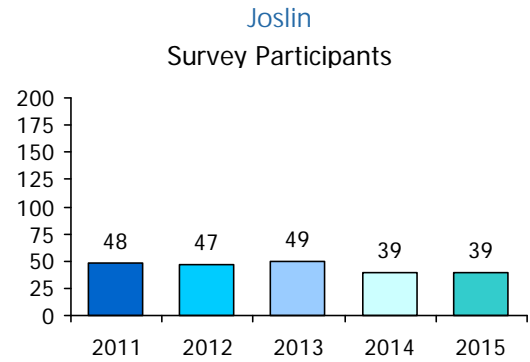
General School Climate

	Joslin			All EL
	2013	2014	2015	2015
All campus staff are friendly to each other.	90%	91%	93%	88%
All campus staff exhibit pride in their affiliation with the school.	96%	98%	95%	91%
All campus staff are willing to go out of their way to help.	79%	84%	93%	85%
All campus staff accomplish their jobs with enthusiasm.	81%	87%	86%	82%
All campus staff are committed to their jobs.	89%	88%	88%	89%
The goals of my school are made clear.	95%	92%	97%	
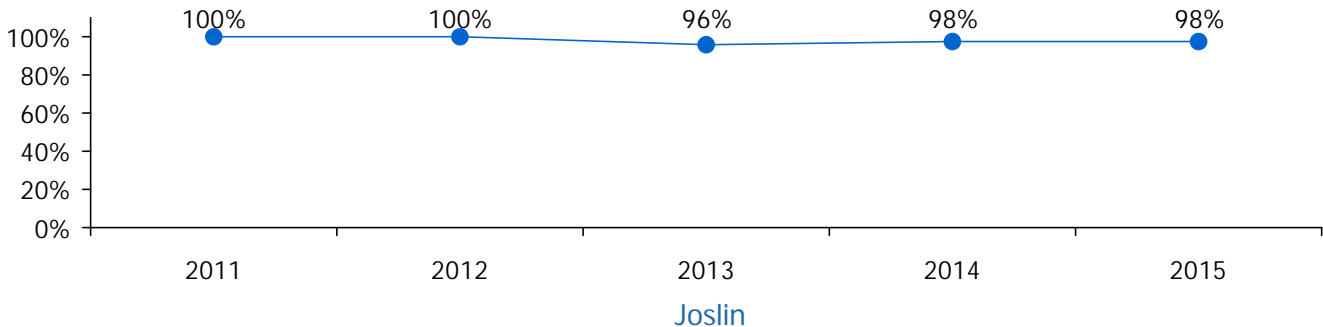
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School Leadership

	2011	2012	2013	2014	2015	ALL EL 2015
	Joslin					
The faculty and leadership have a shared vision.	100%	100%	97%	97%	94%	89%
Teachers feel comfortable raising issues and concerns that are important to them.	100%	94%	95%	93%	94%	82%
The school leadership consistently supports teachers.	100%	100%	95%	97%	90%	86%
Teachers are held to high professional standards for delivering instruction.	100%	100%	97%	97%	97%	95%
The school leadership facilitates using data to improve student learning.	100%	100%	95%	100%	100%	97%
Teacher performance is assessed objectively.	97%	100%	94%	96%	93%	92%
Teachers receive feedback that can help them improve teaching.	100%	97%	91%	93%	97%	89%
The procedures for teacher evaluation are consistent.	100%	100%	94%	93%	93%	90%
The faculty are recognized for accomplishments.	100%	100%	91%	93%	93%	89%
There is an atmosphere of trust and mutual respect.+	100%	96%	96%	93%	93%	85%
School leadership effectively communicates policy.+	100%	100%	96%	91%	95%	88%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	94%	96%	97%	86%
My principal clearly defines expectations for our school.	*	*	89%	96%	97%	91%
My principal provides constructive feedback to teachers toward improving their	*	*	94%	93%	97%	88%
My principal has a clearly defined mission and vision for my school.	*	*	97%	96%	97%	92%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	94%	100%	100%	94%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	97%	96%	93%	86%

+Includes responses from teaching and nonteaching staff.

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

	Joslin			ALL EL
	2011	2012	2013	2015
The use of time in my school	100%	87%	87%	
Facilities and resources	100%	100%	94%	
Community support and involvement	100%	100%	97%	
Managing student conduct	94%	100%	86%	
Teacher leadership	100%	97%	97%	
School leadership	100%	100%	100%	
Professional development	100%	100%	92%	
Instructional practices and support	100%	100%	94%	
New teacher support	100%	97%	94%	
Achievement press	*	100%	94%	

	2013
Teachers are trusted to make sound professional decisions about instruction.	92%
Teachers are relied upon to make decisions about educational issues.	89%
Teachers are encouraged to participate in school leadership roles.	97%
The faculty has an effective process for making group decisions to solve problems.	97%

In this school we take steps to solve resour(steps)6(t)8(t inst)t instke92%4ej0 -2.87 sm18.6ur(r4w 0 -)-6(stcle)e faculty has a

	91%
	91%

Managing Student Conduct

	2011	2012	2013	2015
		100%	98%	
		91%	91%	
		98%	98%	
		98%	88%	
		100%	90%	
		93%	89%	
		100%	100%	
		100%	93%	

Joslin

Achievement Press

	Joslin				ALL EL
	2011	2012	2013		2015
The school sets high standards for academic performance.	100%				
Teachers in this school believe that their					

	2014
	100%
Teachers work in professional learning	97%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	96%
Teachers are encouraged to try new things to improve instruction.	100%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	96%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	82%

Professional Development

	2012	2013	ALL EL 2015
An appropriate amount of time is provided for professional development.	77%	69%	
Professional development offerings are data driven.	94%	85%	
Professional learning opportunities are aligned with the school's improvement plan.	100%	91%	
Professional development is differentiated to meet the needs of individual teachers.	74%	74%	
Professional development deepens teachers' content knowledge.	94%	89%	
Teachers are encouraged to reflect on their own practice.		88%	
Follow up is provided from professional development in this school.		74%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.		83%	
Professional development is evaluated and results are communicated to teachers.		75%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.		91%	
Professional development enhances teachers' abilities to improve student learning.		91%	

Teachers have sufficient access to appropriate instructional materials.	92%	97%	92%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	80%	97%	92%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	91%	90%	84%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%	65%	
Teachers have sufficient access to a broad range of professional support personnel.	100%	87%	83%
The physical environment of classrooms in this school supports teaching and learning.+		95%	78%
The school environment is clean and well maintained.+	100%	96%	62%
Teachers have adequate space to work productively.	94%	84%	88%