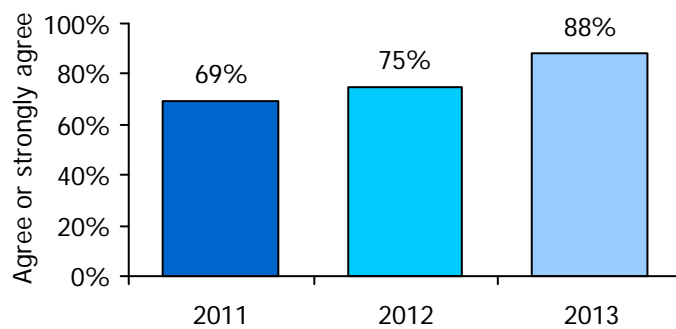
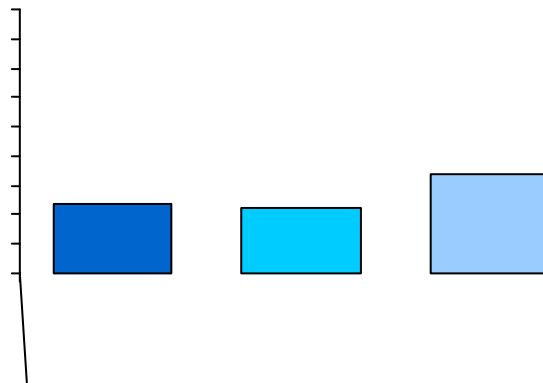
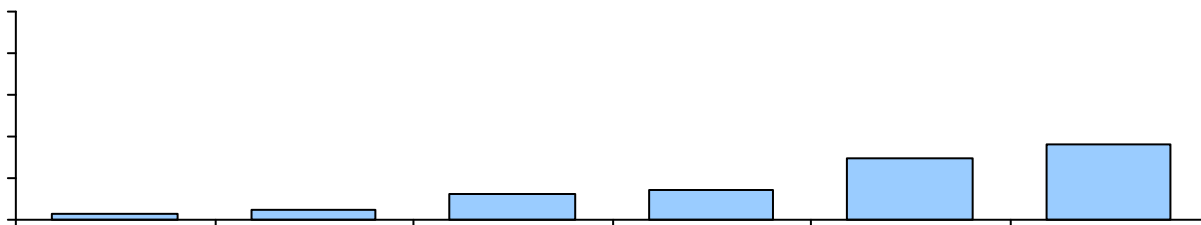


# TELL AISD Staff Working Conditions Survey: Results for 2011-2013

## Langford 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.





Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.

Teachers have sufficient training and support to fully utilize the available instructional technology.

Teachers have sufficient access to a broad range of professional support personnel.

The physical environment of classrooms in this school supports teaching and learning. +

The school environment is clean and well maintained. +

Teachers have adequate space to work productively.

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

	2011	Langford 2012	2013	ALL EL 2013
The use of time in my school	50%	64%	75%	80%
Facilities and resources	67%	87%	93%	91%
Community support and involvement	69%	77%	88%	90%
Managing student conduct	71%	80%	82%	82%
Teacher leadership	74%	73%	86%	89%
School leadership	70%	70%	86%	88%
Professional development	69%	73%	87%	90%
Instructional practices and support	86%	73%	85%	90%
New teacher support	76%	73%	79%	86%
Achievement Press	*	69%	83%	91%

	2013
Teachers are trusted to make sound professional decisions about instruction.	73%
Teachers are relied upon to make decisions about educational issues.	83%
Teachers are encouraged to participate in school leadership roles.	90%
The faculty has an effective process for making group decisions to solve problems.	75%
In this school we take steps to solve problems.	84%
Teachers are effective leaders in this school.	80%
Teachers have an appropriate level of influence on decision making in this school.	76%

	80%
	90%
Professional learning opportunities are aligned with the school's improvement plan.	85%
Professional development is differentiated to meet the needs of individual teachers.	68%
Professional development deepens teachers' content knowledge.	80%
	90%
	77%

# Community Support and Engagement

	2011	Langford 2012	2013	ALL EL 2013
			46%	
			69%	
			83%	
			78%	
			92%	
			75%	
			59%	
Community members support teachers, contributing to their success			62%	
The community we serve is supportive of this school.	77%		63%	

	2011	2012	2013	ALL EL
		89%	91%	92%
		78%	79%	84%
		87%	86%	91%
		81%	85%	84%
		83%	89%	87%
		84%	84%	93%
		89%	100%	94%
		76%	85%	90%

## Achievement Press

	2011	Langford 2012	2013	ALL EL
The school sets high standards for academic performance.	89%	93%	96%	97%
Teachers in this school believe that their students have the ability to achieve academically.	88%	74%	87%	95%
Parents exert pressure to maintain high standards.	32%	24%	41%	62%
Achievement is recognized and acknowledged by the school.	85%	81%	90%	92%
Parents press for school improvement.	37%	24%	41%	65%
Students in this school can achieve the goals that have been set for them.	89%	89%	90%	94%
Students respect others who get good grades.	66%	74%	83%	91%
Students seek extra work so they can get get good grades.	41%	28%	45%	58%
Students try hard to improve on previous work.	70%	64%	68%	79%
The learning environment is orderly and serious.+	83%	85%	85%	91%