



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
McBee 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 General Climate, Leadership, Managing Student Conduct,

91%

72%

85%

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

	Mcbbee					ALL EL
	2011	2012	2013	2014	2015	2015
The use of time in my school	84%	89%	79%	88%	90%	86%
Facilities and resources	88%	93%	100%	95%	98%	92%
Community support and involvement	80%	89%	94%	95%	98%	93%
Managing student conduct	70%	80%	83%	86%	95%	87%
Teacher leadership	89%	91%	92%	91%	100%	93%
School leadership	89%	91%	90%	93%	100%	92%
Professional development	91%	93%	93%	89%	100%	93%
Instructional practices and support	91%	95%	91%	98%	100%	93%
New teacher support	88%	92%	83%	90%	95%	89%
Achievement press	*	91%	96%	92%	97%	94%
General school climate	*	91%	87%	91%	100%	90%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Mcbbee					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers are recognized as educational experts.	91%	91%	87%	88%	95%	90%
Teachers are trusted to make sound professional decisions about instruction.	88%	85%	85%	84%	93%	90%
Teachers are relied upon to make decisions about educational issues.	87%	87%	84%	83%	95%	91%
Teachers are encouraged to participate in school leadership roles.	91%	95%	92%	79%	100%	93%
The faculty has an effective process for making group decisions to solve problems.	81%	80%	80%	81%	98%	83%
In this school we take steps to solve problems.	84%	87%	88%	90%	100%	90%
Teachers are effective leaders in this school.	91%	91%	89%	86%	98%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	79%	71%	74%	98%	83%

Note. *New to the survey in Spring 2012.

Managing Student Conduct

	Mcbec					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	84%	89%	95%	89%	98%	93%
Students at this school follow rules of conduct.	72%	70%	85%	77%	94%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	78%	89%	96%	92%	100%	91%
Administrators consistently enforce rules for student conduct.	68%	77%	85%	79%	98%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	74%	87%	91%	87%	98%	90%
Teachers consistently enforce rules for student conduct.	90%	95%	97%	91%	98%	93%
The faculty work in a school environment that is safe.	93%	94%	97%	95%	98%	96%
Non-teaching staff consistently enforce rules for student conduct.	81%	82%	90%	86%	98%	93%

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

Achievement Press

	Mcbee					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	97%	98%	100%	100%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	94%	94%	95%	96%	98%	96%
Parents exert pressure to maintain high standards.	42%	34%	53%	50%	61%	68%
Achievement is recognized and acknowledged by the school.	96%	94%	96%	94%	98%	93%
Parents press for school improvement.	36%	39%	64%	51%	64%	70%
Students in this school can achieve the goals that have been set for them.	92%	90%	93%	92%	100%	95%
Students respect others who get good grades.	92%	82%	89%	88%	98%	93%
Students seek extra work so they can get good grades.	42%	43%	49%	58%	83%	62%
Students try hard to improve on previous work.	76%	59%	74%	77%	89%	83%
The learning environment is orderly and serious. +	88%	89%	97%	93%	98%	91%

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

98%

95%

98%

90%

71%

67%



Professional Development

	Mcbee					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	85%	83%	98%	88%	95%	88%
An appropriate amount of time is provided for professional development.	88%	81%	87%	79%	88%	85%
Professional development offerings are data driven.	86%	81%	90%	97%	100%	91%
Professional learning opportunities are aligned with the school's improvement plan.	90%	92%	96%	97%	100%	94%
Professional development is differentiated to meet the needs of individual teachers.	65%	64%	73%	75%	90%	79%
Professional development deepens teachers' content knowledge.	84%	91%	94%	90%	98%	88%
Teachers are encouraged to reflect on their own practice.	93%	92%	96%	90%	100%	94%
Follow up is provided from professional development in this school.	63%	76%	71%	79%	93%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	76%	92%	83%	93%	95%	87%
Professional development is evaluated and results are communicated to teachers.	54%	69%	72%	80%	88%	76%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	91%	88%	93%	92%	98%	91%
Professional development enhances teachers' abilities to improve student learning.	91%	91%	93%	93%	98%	93%

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.