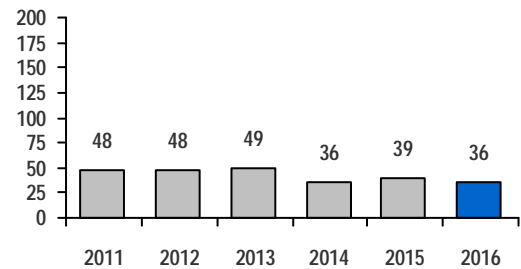# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Norman Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.

Survey Results

Norman
Survey Participants

	2011	2012	2013	2014	2015	2016
	48	48	49	36	39	36

General School Climate

Norman

2015

All
EL
2016

All campus staff are friendly to each other.+

All campus staff exhibit pride in their affiliation with the school.+

All campus staff are willing to go out of their way to help.+

All campus staff accomplish their jobs with enthusiasm.+

All campus staff are committed to their jobs.+

2011	2012	È	2013	2014	2015	2016
94%	95%		98%	93%	87%	91%
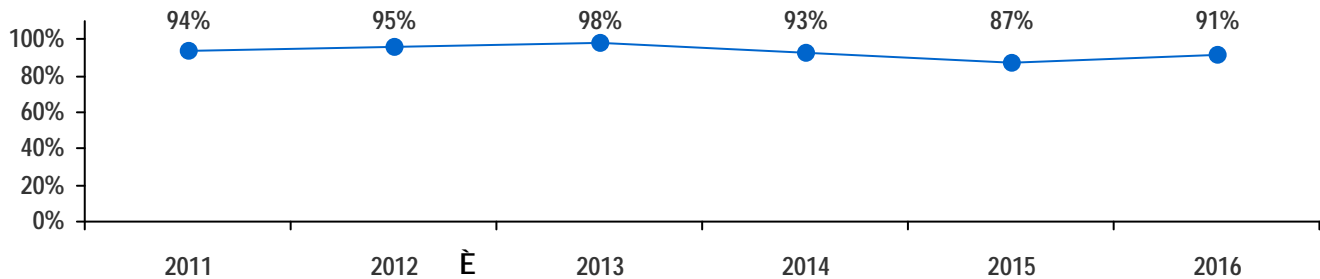
96%

85%

92%

85%

96%

84%

79%

88%

77%

86%

91%

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

	Norman					ALL EL
	2011	2012	2013	2014	2015	2016
The use of time in my school	91%	100%	92%	88%	97%	
Facilities and resources	94%	96%	100%	88%	81%	
Community support and involvement	88%	100%	80%	85%	94%	
Managing student conduct	94%	92%	85%	88%	85%	
Teacher leadership	94%	100%	88%	100%	97%	
School leadership	91%	100%	88%	100%	94%	
Professional development	94%	100%	88%	100%	94%	
Instructional practices and support	97%	100%	92%	96%	94%	
New teacher support	94%	100%	92%	96%	84%	
Achievement press	*	95%	92%	92%	100%	
General school climate	*	96%	84%	85%	88%	

Teacher Leadership

	Norman					ALL EL
	2011	2012	2013	2014	2015	2016
Teachers are recognized as educational experts.	91%	100%	96%	80%		
Teachers are trusted to make sound professional decisions about instruction.	91%	100%	92%	88%		
Teachers are relied upon to make decisions about educational issues.	91%	96%	92%	88%		
Teachers are encouraged to participate in school leadership roles.	94%	96%	70%	80%		
The faculty has an effective process for making group decisions to solve problems.	94%	96%	83%	84%		
In this school we take steps to solve problems.	97%	96%	87%	76%		
Teachers are effective leaders in this school.	91%	96%	91%	80%		
Teachers have an appropriate level of influence on decision making in this school.	*	83%	81%	84%		

*This item was not asked.

Achievement Press

	Norman						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	96%	100%	96%	97%	100%	96%	96%
Teachers in this school believe that their students have the ability to achieve academically.	98%	95%	89%	97%	94%	89%	96%
Parents exert pressure to maintain high standards.	53%	54%	35%	59%	55%	50%	70%
Academic achievement is recognized and acknowledged by the school.	98%	100%	93%	100%	94%	96%	94%
Parents press for school improvement.	58%	47%	40%	58%	63%	57%	75%
Students in this school can achieve the goals that have been set for them.	94%	95%	93%	97%	97%	89%	96%
Students respect others who get good grades.	93%	81%	84%	91%	90%	79%	93%
Students seek extra work so they can get get good grades.	56%	60%	46%	58%	67%	46%	62%
Students try hard to improve on previous work.	81%	61%	62%	74%	76%	67%	83%
The learning environment is orderly and serious.+	93%	88%	91%	87%	83%	89%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

	ALL EL 2016
How often does your department/team:	
Discuss your department/team's professional needs and goals.	
Discuss assessment data for individual students.	
Set learning goals for groups of students.	
Group students across classes based on learning needs.	
Provide support for new teachers.	
Provide support for struggling teachers.	
Share instructional strategies.	

Managing Student Conduct

	Norman			ALL EL
	2011	2012	2013	2016
Students at this school understand expectations for their conduct.+		89%	95%	
Students at this school follow rules of conduct.+		69%	62%	
School staff clearly understand policies and procedures about student conduct.**		95%	93%	
Administrators consistently enforce rules for student conduct.+		93%	95%	
Administrators support teachers' efforts to maintain discipline in the classroom.+		93%	95%	
		91%	95%	
		95%	100%	
		91%	98%	

Instructional Practice and Support

	Norman						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	97%	100%	96%	100%	100%		
Teachers work in professional learning communities to develop and align instructional practices.	79%	88%	92%	100%	97%		
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	94%	96%	96%	96%	88%		
Teachers are encouraged to try new things to improve instruction.	91%	96%	96%	96%	85%		
Teachers at my school are assigned classes that maximize their likelihood of success with students.	77%	87%	92%	91%	90%		
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	79%	71%	80%	70%	84%		

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Community Support and Engagement

	Norman						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	50%	43%	50%	62%	69%		
This school works directly with parents/guardians to improve the educational climate in students' homes.	78%	78%	78%	85%	90%		
This school maintains clear, two-way communication with the community.	88%	88%	91%	91%	91%		
This school does a good job of encouraging parent/guardian involvement.	88%	91%	85%	88%	83%		
Teachers provide parents/guardians with useful information about student learning.	97%	100%	89%	97%	97%		
Parents/guardians know what is going on in this school.	91%	78%	85%	90%	84%		
Parents/guardians support teachers, contributing to their success with students.	65%	64%	69%	81%	80%		
Community members support teachers, contributing to their success with students.	83%	86%	86%	81%	87%		
The community we serve is supportive of this school.	75%	83%	86%	84%	87%		

Professional Development

	2011	2012	2013	Norman 2014	2015	2016	ALL EL 2016
Sufficient resources are available for professional development.	81%	83%	88%	91%	84%	86%	91%
An appropriate amount of time is provided for professional development.	88%	84%	76%	92%	81%	82%	88%
Professional development offerings are data driven.	84%	91%	83%	91%	88%	100%	91%
Professional learning opportunities are aligned with the school's improvement plan.	94%	100%	92%	87%	77%	92%	94%
Professional development is differentiated to meet the needs of individual teachers.	67%	84%	88%	68%	77%	86%	79%
Professional development deepens teachers' content knowledge.	94%	96%	88%	83%	94%	93%	
Teachers are encouraged to reflect on their own practice.	91%	96%	88%	88%	94%	93%	
Follow up is provided from professional development in this school.	91%	86%	76%	82%	83%	78%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	85%	87%	88%	91%	88%	93%	
Professional development is evaluated and results are communicated to teachers.	69%	74%	83%	74%	77%	89%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	91%	100%	88%	79%	94%	100%	
Professional development enhances teachers' abilities to improve student learning.	91%	92%	88%	83%	94%	96%	

Facilities and Resources

	Norman						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	82%	73%	81%	92%	88%	79%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	76%	77%	81%	60%	66%	75%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	85%	68%	80%	76%	79%	79%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	88%	54%	67%	64%	73%	71%	80%
Teachers have sufficient access to a broad range of professional support personnel.	100%	77%	92%	96%	81%	78%	89%
The physical environment of classrooms in this school supports teaching and learning.+	85%	93%	74%	95%	91%	97%	94%
The school environment is clean and well maintained.+	96%	96%	95%	93%	91%	89%	93%
Teachers have adequate space to work productively.	76%	77%	88%	80%	91%	90%	91%
Teachers have time available to collaborate with colleagues.	76%	54%	83%	92%	88%	83%	80%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Norman	ALL EL
	2016	2016
There are clear goals and structures for teaching and learning in AISD.	89%	93%
There is a clear vision for the use of data to inform education in AISD.	85%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	89%	94%