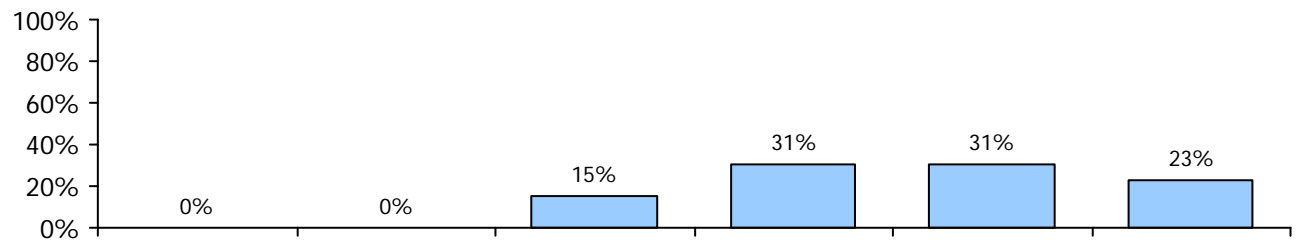




TELL AISD Staff Working Conditions Survey: Results for 2011-2013

Norman 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



| The school leadership makes a sustained effort to address teacher concerns about: | Norman | | | ALL EL |
|---|--------|------|------|--------|
| | 2011 | 2012 | 2013 | 2013 |
| The use of time in my school | 91% | 100% | 92% | 80% |
| Facilities and resources | 94% | 96% | 100% | 91% |
| Community support and involvement | 88% | 100% | 80% | 90% |
| Managing student conduct | 94% | 92% | 85% | 82% |
| Teacher leadership | 94% | 100% | 88% | 89% |
| School leadership | 91% | 100% | 88% | 88% |
| Professional development | 94% | 100% | 88% | 90% |
| Instructional practices and support | 97% | 100% | 92% | 90% |
| New teacher support | 94% | 100% | 92% | 86% |
| Achievement Press | * | 95% | 92% | 91% |

Note. *New to the survey in Spring 2012.

Teacher Leadership

| | Norman | | | ALL EL |
|--|--------|------|------|--------|
| | 2011 | 2012 | 2013 | 2013 |
| Teachers are recognized as educational experts. | 91% | 100% | 96% | 85% |
| Teachers are trusted to make sound professional decisions about instruction. | 91% | 100% | 92% | 85% |
| Teachers are relied upon to make decisions about educational issues. | 91% | 96% | 92% | 86% |
| Teachers are encouraged to participate in school leadership roles. | 94% | 96% | 70% | 90% |
| The faculty has an effective process for making group decisions to solve problems. | 94% | 96% | 83% | 78% |
| In this school we take steps to solve problems. | 97% | 96% | 87% | 85% |
| Teachers are effective leaders in this school. | 91% | 96% | 91% | 90% |
| Teachers have an appropriate level of influence on decision making in this school. | * | 83% | 81% | 78% |

Note. *New to the survey in Spring 2012.

Professional Development

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

Campus and District Professional Development

| | 2013 | |
|---|-----------------|--------------------|
| | At my campus | In the district |
| PD is differentiated to meet the needs of individual teachers. | 83% | 75% |
| PD deepens teachers' content knowledge. | 88% | 84% |
| PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs. | 92% | 88% |
| PD enhances teachers' abilities to improve student learning. | 92% | 88% |

Instructional Practice and Support

| | 2011 | Norman | | ALL EL |
|---|------|--------|------|-----------|
| | | 2012 | 2013 | 2013 |
| State and local assessment data are available in time to impact instructional practices. | 94% | 92% | 86% | 82% |
| Teachers in this school use assessment data to inform their instruction. | 97% | 100% | 96% | 98% |
| Teachers work in professional learning communities to develop and align instructional practices. | 79% | 88% | 92% | 93% |
| Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. | 94% | 96% | 96% | 90% |
| Teachers are encouraged to try new things to improve instruction. | 91% | 96% | 96% | 90% |
| Teachers at my school are assigned classes that maximize their likelihood of success with students. | 77% | 87% | 92% | 77% |
| Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy). | 79% | 71% | 80% | 74% |

Community Support and Engagement

| | 2011 | Norman | | ALL EL |
|--|------|--------|------|-----------|
| | | 2012 | 2013 | 2013 |
| Parents/guardians are influential decision makers in this school. | 50% | 43% | 50% | 73% |
| This school works directly with parents/guardians to improve the educational climate in students' homes. | 78% | 78% | 78% | 85% |
| This school maintains clear, two-way communication with the community. | 88% | 88% | 91% | 90% |
| This school does a good job of encouraging parent/guardian involvement. | 88% | 91% | 85% | 89% |
| Teachers provide parents/guardians with useful information about student learning. | 97% | 100% | 89% | 95% |
| Parents/guardians know what is going on in this school. | 91% | 78% | 85% | 88% |
| Parents/guardians support teachers, contributing to their success with students. | 65% | 64% | 69% | 81% |
| Community members support teachers, contributing to their success with students. | 83% | 86% | 86% | 86% |
| The community we serve is supportive of this school. | 75% | 83% | 86% | 89% |

| 2011 | 2012 | 2013 | ALL EL 2013 |
|------|------|------|-------------------|
|------|------|------|-------------------|
