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

Paredes Middle 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

For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Items marked with * were not asked that year. Please note: the comparison methodology was updated in 2015, therefore arrows may not match those in reports from
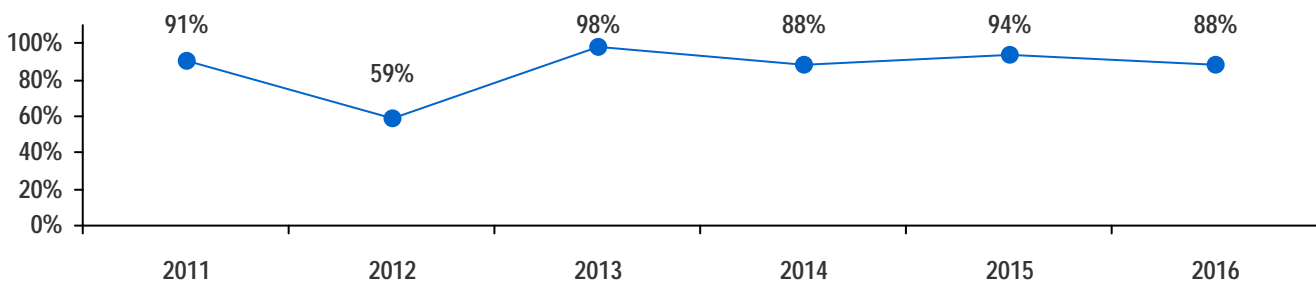
Paredes
Survey Participants

Year	Participants
2011	85
2012	84
2013	100
2014	92
2015	87
2016	96
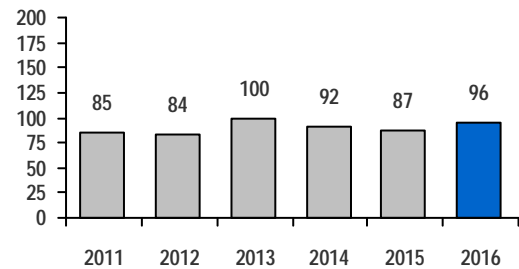
General School Climate

	Paredes						All MS 2016
	2011	2012	2013	2014	2015	2016	
All campus staff are friendly to each other.+	78%	75%	93%	85%	92%	87%	86%
All campus staff exhibit pride in their affiliation with the school.+	86%	61%	93%	87%	96%	94%	87%
All campus staff are willing to go out of their way to help.+	72%	74%	82%	79%	89%	94%	84%
All campus staff accomplish their jobs with enthusiasm.+	61%	41%	80%	78%	89%	85%	79%
All campus staff are committed to their jobs.+	72%	58%	92%	86%	95%	90%	85%
The goals of my school are made clear.	90%	55%	95%	89%	97%	95%	86%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	89%	85%

Overall, my school is a good place to work and learn.+   **Paredes**

Year	Value
2011	91%
2012	59%
2013	98%
2014	88%
2015	94%
2016	88%

+Includes responses from teaching and nonteaching staff.

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

	Paredes			ALL MS
	2011	2012	2013	2016
The use of time in my school	74%	52%	94%	
Facilities and resources	85%	72%	94%	
Community support and involvement	75%	56%	94%	
Managing student conduct	62%	25%	99%	
Teacher leadership	73%	56%	98%	
School leadership	72%	45%	95%	
Professional development	83%	66%	93%	
Instructional practices and support	85%	75%	96%	
New teacher support	74%	51%	91%	
Achievement press	*	43%	91%	

Teacher Leadership

	Paredes			ALL MS
	2011	2012	2013	2016
Teachers are recognized as educational experts.	70%	54%	94%	
Teachers are trusted to make sound professional decisions about instruction.	82%	52%	94%	
Teachers are relied upon to make decisions about educational issues.	80%	54%	95%	
Teachers are encouraged to participate in school leadership roles.	83%	78%	97%	
The faculty has an effective process for making group decisions to solve problems.	51%	40%	97%	
In this school we take steps to solve problems.	71%	47%	96%	
Teachers are effective leaders in this school.	83%	69%	96%	
Teachers have an appropriate level of influence on decision making in this school.	*	27%	95%	

Achievement Press

	Paredes			ALL MS
	2011	2012	2013	2016
The school sets high standards for academic performance.	89%			
Teachers in this school be				

Managing Student Conduct

	Paredes		
2011	2012	2013	
	50%	86%	
	15%	69%	
	39%	93%	
	28%	91%	
	47%	91%	
	62%	86%	
	23%	91%	
	61%	93%	

Professional Learning Communities

I participate with a group of my campus colleagues to:	Paredes 2016	ALL MS 2016
Analyze student performance data.	93%	86%
Discuss ways to meet objectives for specific students.	93%	91%
Plan lessons and units together.	88%	87%
Develop common student assessments.	87%	85%
Support students' social and emotional competence.	97%	91%

Professional Development

	Paredes						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	87%	81%	93%	90%	91%	92%	85%
An appropriate amount of time is provided for professional development.	82%	83%	81%	88%	90%	91%	82%
Professional development offerings are data driven.	95%	77%	92%	91%	91%	91%	84%
Professional learning opportunities are aligned with the school's improvement plan.	89%	78%	94%	90%	93%	92%	88%
Professional development is differentiated to meet the needs of individual teachers.	51%	33%	73%	80%	82%	72%	63%
Professional development deepens teachers' content knowledge.	63%	46%	83%	85%	85%	73%	68%
Teachers are encouraged to reflect on their own practice.	86%	68%	93%	92%	97%	97%	90%
Follow up is provided from professional development in this school.	61%	35%	85%	76%	87%	83%	74%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	73%	61%	84%	88%	93%	83%	78%
Professional development is evaluated and results are communicated to teachers.	51%	23%	78%	77%	88%	66%	64%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	80%	50%	91%	88%	93%	89%	82%
Professional development enhances teachers' abilities to improve student learning.	83%	62%	91%	89%	94%	89%	85%