



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
Pickle 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

ALL
EL

2015

	2011	2012	2013
The faculty and leadership have a shared vision.	68%	81%	72%
Teachers feel comfortable raising issues and concerns that are important to them.	54%	50%	53%
The school leadership consistently supports teachers.	56%	55%	56%
Teachers are held to high professional standards for delivering instruction.	90%	90%	77%
The school leadership facilitates using data to improve student learning.	91%	98%	84%
Teacher performance is assessed objectively.	65%	80%	74%
	70%	81%	84%
The procedures for teacher evaluation are consistent.	73%	72%	71%
The faculty are recognized for accomplishments.	69%	79%	62%
There is an atmosphere of trust and mutual respect. +	58%	56%	44%
School leadership effectively communicates policy. +	57%	78%	58%
	*	*	61%
	*	*	76%
	*	*	67%
	*	*	87%
	*	*	74%
	*	*	47%

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

	Pickle			ALL EL
	2011	2012	2013	2015
The use of time in my school	52%	68%	61%	
Facilities and resources	63%	68%	69%	
Community support and involvement	80%	84%	77%	
Managing student conduct	68%	71%	60%	
Teacher leadership	71%	81%	70%	
School leadership	63%	76%	71%	
Professional development	76%	80%	77%	
Instructional practices and support	80%	80%	65%	
New teacher support	67%	75%	58%	
Achievement press	*	82%	67%	

2013

Teachers are trusted to make sound professional decisions about instruction.

76%

73%

75%

44%

61%

79%

49%

Managing Student Conduct

	Pickle					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	89%	87%	86%	75%		93%
Students at this school follow rules of conduct.	75%	72%	57%	65%		85%
Policies and procedures about student conduct are clearly understood by the faculty.	85%	87%	80%	70%		91%
Administrators consistently enforce rules for student conduct.	59%	63%	59%	61%		86%
Administrators support teachers' efforts to maintain discipline in the classroom.	71%	68%	63%	65%		90%
Teachers consistently enforce rules for student conduct.	87%	91%	84%	81%		93%
The faculty work in a school environment that is safe.	79%	96%	78%	77%		96%
Non-teaching staff consistently enforce rules for student conduct.	71%	75%	64%	74%		93%

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

Achievement Press

			Pickle	ALL EL
	2011	2012	2013	2015
The school sets high standards for academic performance.	91%			
Teachers in this school believe that their				

Professional Development

	2011	2012	2013	ALL EL 2015
	67%			
An appropriate amount of time is provided for professional development.		76%	72%	
Professional development offerings are data driven.		91%	66%	
Professional learning opportunities are aligned with the school's improvement plan.		94%	73%	
Professional development is differentiated to meet the needs of individual teachers.		54%	59%	
Professional development deepens teachers' content knowledge.		63%	79%	
Teachers are encouraged to reflect on their own practice.		88%	70%	
Follow up is provided from professional development in this school.		53%	59%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.		83%	60%	
Professional development is evaluated and results are communicated to teachers.		51%	52%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.		86%	86%	
Professional development enhances teachers' abilities to improve student learning.		90%	86%	

Facilities and Resources

	Pickle					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	78%	64%	74%	81%	85%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	43%	82%	88%	81%	88%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	39%	55%	45%	57%	76%	87%
Teachers have sufficient training and support to fully utilize the available instructional technology.	54%	64%	70%	56%	75%	79%
Teachers have sufficient access to a broad range of professional support personnel.	83%	57%	40%	58%	70%	87%
The physical environment of classrooms in this school supports teaching and learning.+	93%	88%	94%	86%	96%	94%
The school environment is clean and well maintained.+	96%	94%	86%	89%	89%	94%
Teachers have adequate space to work productively.	82%	77%	77%	80%	76%	90%
Teachers have time available to collaborate with colleagues.	51%	49%	47%	50%	65%	78%

Note. + Includes responses from teaching and nonteaching staff.