TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2015
## Pillow 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, Achievement Press, Instructional Practice and Support, Community Support and Engagement, Professional Development, and Facilities and Resources. In 2015, 8,760 AISD campus employees completed the survey.176 4ddq1.00iiSt6
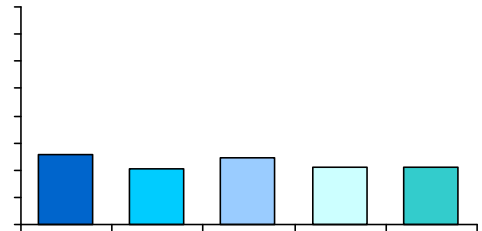
School Leadership

	Pillow					ALL EL
	2011	2012	2013	2014	2015	2015
The faculty and leadership have a shared vision.	80%	82%	77%	81%	83%	89%
Teachers feel comfortable raising issues and concerns that are important to them.	83%	64%	67%	74%	74%	82%
The school leadership consistently supports teachers.	76%	61%	67%	66%	66%	86%
Teachers are held to high professional standards for delivering instruction.	96%	93%	87%	93%	98%	95%
The school leadership facilitates using data to improve student learning.	100%	88%	89%	91%	91%	97%
Teacher performance is assessed objectively.	89%	86%	81%	82%	85%	92%
Teachers receive feedback that can help them improve teaching.	78%	64%	71%	66%	67%	89%
The procedures for teacher evaluation are consistent.	86%	80%	85%	74%	81%	90%
The faculty are recognized for accomplishments.	91%	68%	68%	74%	72%	89%
There is an atmosphere of trust and mutual respect.+	81%	64%	63%	69%	84%	85%
School leadership effectively communicates policy.+	79%	73%	68%	67%	74%	88%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	74%	75%	78%	86%
My principal clearly defines expectations for our school.	*	*	66%	71%	72%	91%
My principal provides constructive feedback to teachers toward improving their	*	*	68%	60%	67%	88%
My principal has a clearly defined mission and vision for my school.	*	*	71%	65%	77%	92%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	86%	83%	92%	94%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	64%	56%	68%	86%

+Includes responses from teaching and nonteaching staff.

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

	Pillow					ALL EL
	2011	2012	2013	2014	2015	2015
The use of time in my school	74%	72%	63%	64%	75%	86%
Facilities and resources	87%	80%	80%	79%	76%	92%
Community support and involvement	91%	85%	91%	91%	93%	93%
Managing student conduct	79%	65%	76%	66%	62%	87%
Teacher leadership	84%	72%	74%	78%	86%	93%
School leadership	82%	67%	67%	73%	81%	92%
Professional development	91%	85%	88%	81%	87%	93%
Instructional practices and support	91%	75%	73%	72%	89%	93%
New teacher support	75%	69%	71%	71%	78%	89%
Achievement press	*	83%	90%	76%	87%	94%
General school climate	*	68%	64%	58%	78%	90%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Pillow					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers are recognized as educational experts.	91%	78%	82%	76%	91%	90%
Teachers are trusted to make sound professional decisions about instruction.	89%	66%	78%	77%	86%	90%
Teachers are relied upon to make decisions about educational issues.	93%	66%	85%	79%	91%	91%
Teachers are encouraged to participate in school leadership roles.	96%	82%	89%	87%	91%	93%
The faculty has an effective process for making group decisions to solve problems.	82%	71%	58%	59%	60%	83%
In this school we take steps to solve problems.	89%	78%	72%	71%	84%	90%
Teachers are effective leaders in this school.	93%	85%	93%	90%	98%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	68%	80%	68%	76%	83%

Note. *New to the survey in Spring 2012.

	ALL EL
2015	2015
	93%
	85%
	91%
	86%
	90%
	93%
	96%
	93% 97%

97%

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Achievement Press

	Pillow			ALL EL
	2011	2012	2013	2015
The school sets high standards for academic performance.	100%	94%	100%	
Teachers in this school believe that their students have the ability to achieve academically.	98%	100%	91%	
Parents exert pressure to maintain high standards.	61%	52%	60%	
Achievement is recognized and acknowledged by the school.	97%	90%	87%	
Parents press for school improvement.	55%	50%	62%	
Students in this school can achieve the goals that have been set for them.	100%	100%	89%	
Students respect others who get good grades.	93%	98%	93%	
Students seek extra work so they can get get good grades.	58%	52%	49%	
Students try hard to improve on previous work.	76%	84%	80%	
The learning environment is orderly and serious.+	92%	98%	91%	

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

Instructional Practice and Support

	Pillow				ALL EL
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	100%	100%	98%	100%	
Teachers work in professional learning communities to develop and align instructional practices.	93%	97%	86%	95%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	75%	80%	83%	79%	
Teachers are encouraged to try new things to improve instruction.	87%	88%	86%	78%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	75%	69%	81%	79%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	76%	38%	50%	39%	

Community Support and Engagement

	Pillow			ALL EL
	2011	2012	2013	2015
Parents/guardians are influential decision h%mes.			74%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	93%		93%	
This school maintains clear, two-way communication with the community.	94%		93%	
This school does a good job of encouraging parent/guardian involvement.	89%		96%	
Teachers provide parents/guardians with useful information about student learning.	96%		96%	
			88%	
Parents/guardians support teachers, contributing to their success with students.	78%		93%	
Community members support teachers, contributing to their success with students.	91%		95%	
The community we serve is supportive of this school.	93%		98%	

Professional Development

	Pillow					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	80%	68%	72%	71%	70%	88%
An appropriate amount of time is provided for professional development.	78%	73%	78%	70%	78%	85%
Professional development offerings are data driven.	82%	72%	83%	92%	87%	91%
Professional learning opportunities are aligned with the school's improvement plan.	88%	76%	92%	88%	92%	94%
Professional development is differentiated to meet the needs of individual teachers.	67%	59%	71%	64%	71%	79%
Professional development deepens teachers' content knowledge.	76%	68%	73%	75%	81%	88%
Teachers are encouraged to reflect on their own practice.	91%	85%	93%	88%	89%	94%
Follow up is provided from professional development in this school.	72%	57%	68%	63%	76%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	84%	68%	74%	80%	86%	87%
Professional development is evaluated and results are communicated to teachers.	63%	43%	59%	53%	63%	76%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	82%	75%	93%	79%	84%	91%
Professional development enhances teachers' abilities to improve student learning.	85%	78%	93%	84%	89%	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.

Teachers have sufficient training and support to fully utilize the available instructional technology.

Teachers have sufficient access to a broad range of professional support personnel.