# TELL AISD Staff Working Conditions Survey: Results for 2011-2013
Sanchez 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 Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts are displayed in Figure 1.

Figure 1. TELL AISD Participants Spring 2011 to Spring 2013
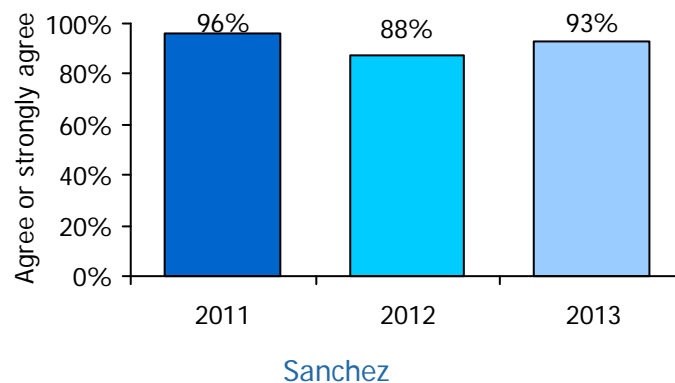

Sanchez
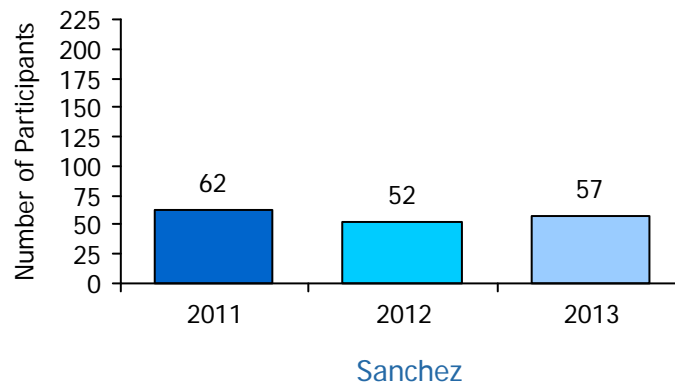
Survey Results

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, computed based on both the percent agreement from year to year and the number of respondents. Longitudinal data and average 2013 results for all schools at your level also are provided where available.
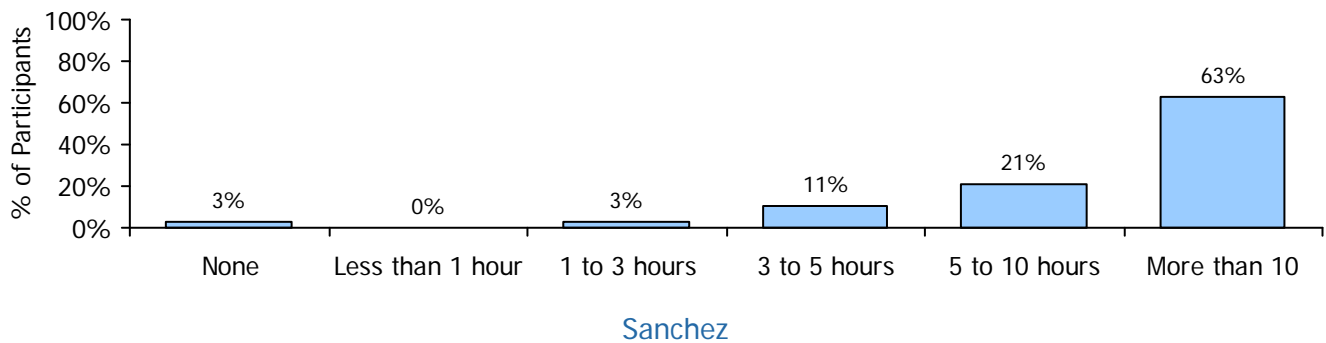
Overall

Figure 2. "Overall, my school is a good place to work and learn."

Sanchez

Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

Sanchez

	Sanchez			All EL
	2011	2012	2013	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	64%	33%	50%	56%
Teachers have time available to collaborate with colleagues.	60%	44%	45%	59%
The non instructional time provided for teachers in my school is sufficient.	45%	30%	26%	46%

Facilities and Resources

	Sanchez 2011	Sanchez 2012	Sanchez 2013	ALL EL 2013
Teachers have sufficient access to appropriate instructional materials.	75%	71%	74%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	81%	86%	87%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	66%	57%	78%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	67%	57%	71%	70%
Teachers have sufficient access to a broad range of professional support personnel.	73%	50%	81%	80%
The physical environment of classrooms in this school supports teaching and learning.+	89%	86%	93%	93%
The school environment is clean and well maintained.+	100%	98%	96%	94%
Teachers have adequate space to work productively.	72%	79%	86%	85%

Note. +Includes responses from teaching and nonteaching staff.

School Leadership

	Sanchez 2011	Sanchez 2012	Sanchez 2013	ALL EL 2013
The faculty and leadership have a shared vision.	94%	77%	84%	85%
Teachers feel comfortable raising issues and concerns that are important to them.	90%	61%	57%	75%
The school leadership consistently supports teachers.	85%	63%	76%	80%
Teachers are held to high professional standards for delivering instruction.	94%	86%	83%	94%
The school leadership facilitates using data to improve student learning.	100%	98%	91%	96%
Teacher performance is assessed objectively.	89%	79%	86%	87%
Teachers receive feedback that can help them improve teaching.	79%	73%	69%	84%
The procedures for teacher evaluation are consistent.	89%	79%	91%	86%
The faculty are recognized for accomplishments.	83%	63%	61%	83%
There is an atmosphere of trust and mutual respect.+	85%	65%	82%	80%
School leadership effectively communicates policy.+	92%	84%	88%	86%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	77%	80%
My principal clearly defines expectations for our school.	*	*	81%	88%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	75%	84%
My principal has a clearly defined mission and vision for my school.	*	*	85%	89%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	89%	92%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	74%	80%

Notes. *New to the survey in Spring 2013.

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Sanchez			ALL EL
	2011	2012	2013	2013
The use of time in my school	83%	53%	72%	80%
Facilities and resources	78%	83%	89%	91%
Community support and involvement	85%	78%	73%	90%
Managing student conduct	90%	59%	70%	82%
Teacher leadership	91%	79%	79%	89%
School leadership	89%	82%	74%	88%
Professional development	90%	80%	89%	90%
Instructional practices and support	90%	83%	92%	90%
New teacher support	74%	63%	81%	86%
Achievement Press	*	79%	81%	91%

	2013
Teachers are trusted to make sound professional decisions about instruction.	71%
Teachers are relied upon to make decisions about educational issues.	73%
Teachers are encouraged to participate in school leadership roles.	80%
The faculty has an effective process for making group decisions to solve problems.	71%
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	59%

Professional Development

	2011	Sanchez 2012	2013	ALL EL 2013
Sufficient resources are available for professional development.	77%	83%	83%	85%
An appropriate amount of time is provided for professional development.	87%	71%	74%	77%
Professional development offerings are data driven.	84%	80%	88%	89%
Professional learning opportunities are aligned with the school's improvement plan.	87%	86%	86%	92%
Professional development is differentiated to meet the needs of individual teachers.	72%	68%	63%	72%
Professional development deepens teachers' content knowledge.	84%	83%	78%	85%
Teachers are encouraged to reflect on their own practice.	89%	88%	83%	92%
Follow up is provided from professional development in this school.	70%	67%	65%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	85%	83%	67%	81%
Professional development is evaluated and results are communicated to teachers.	51%	60%	47%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	79%	81%	94%	89%
Professional development enhances teachers' abilities to improve student learning.	89%	86%	94%	91%

Campus and District Professional Development	2013 At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	63%	71%
PD deepens teachers' content knowledge.	81%	94%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	80%
PD enhances teachers' abilities to improve student learning.	89%	89%

Note. These items were new in 2013.

Instructional Practice and Support

86%   71%

100%   100%
96%   95%

87%   83%

85%   78%
74%

59%

Community Support and Engagement

	2011	Sanchez 2012	2013	ALL EL 2013
Parents/guardians are influential decision makers in this school.	68%		40%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	80%		47%	
This school maintains clear, two-way communication with the community.	96%		78%	
This school does a good job of encouraging parent/guardian involvement.	89%		54%	
Teachers provide parents/guardians with useful information about student learning.	96%		92%	
			69%	
Parents/guardians support teachers, contributing to their success with students.	69%		46%	
Community members support teachers, contributing to their success with students.	83%		56%	
The community we serve is supportive of this school.	85%		61%	

2011	2012	2013	ALL EL 2013
	84%		
	82%		
	82%		