



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
St Elmo 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 th

ALL
EL

2015

	2011	2012	2013
The faculty and leadership have a shared vision.	91%	92%	100%
Teachers feel comfortable raising issues and concerns that are important to them.	67%	56%	80%
The school leadership consistently supports teachers.	73%	65%	92%
Teachers are held to high professional standards for delivering instruction.	94%	100%	100%
The school leadership facilitates using data to improve student learning.	100%	100%	100%
Teacher performance is assessed objectively.	85%	80%	96%
	79%	84%	100%
* The procedures for teacher evaluation are	88%	79%	96%
The faculty are recognized for accomplishments.	79%	88%	96%
There is an atmosphere of trust and mutual respect. +	83%	83%	94%
School leadership effectively communicates policy. +	94%	93%	97%
	*	*	96%
	*	*	100%
	*	*	100%
	*	*	100%
	*	*	100%
	*	*	96%

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

	St Elmo				ALL EL
	2011	2012	2013	2014	2015
The use of time in my school	82%	79%	93%	100%	
Facilities and resources	91%	88%	100%	100%	
Community support and involvement	88%	80%	96%	97%	
Managing student conduct	91%	88%	100%	100%	
Teacher leadership	94%	91%	96%	100%	
School leadership	94%	96%	96%	100%	
Professional development	97%	100%	100%	100%	
Instructional practices and support	94%	96%	100%	100%	
New teacher support	96%	91%	92%	93%	
Achievement press	*	94%	100%	100%	
General school climate	*	83%	96%	100%	

Note. *New to the survey in Spring 2012.

Teacher Leadership

	St Elmo				ALL EL
	2011	2012	2013	2014	2015
Teachers are recognized as educational experts.	74%	73%	93%	97%	
Teachers are trusted to make sound professional decisions about instruction.	74%	73%	96%	97%	
Teachers are relied upon to make decisions about educational issues.	79%	81%	96%	97%	
Teachers are encouraged to participate in school leadership roles.	79%	88%	96%	100%	
The faculty has an effective process for making group decisions to solve problems.	82%	74%	92%	100%	
In this school we take steps to solve problems.	88%	83%	96%	100%	
Teachers are effective leaders in this school.	88%	88%	96%	100%	
Teachers have an appropriate level of influence on decision making in this school.	*	67%	96%	100%	

Note. *New to the survey in Spring 2012.

Managing Student Conduct

	St Elmo					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	96%	100%	100%	95%	98%	93%
Students at this school follow rules of conduct.	100%	100%	100%	100%	95%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	88%	90%	100%	100%	97%	91%
Administrators consistently enforce rules for student conduct.	90%	87%	100%	97%	98%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	89%	93%	100%	100%	100%	90%
Teachers consistently enforce rules for student conduct.	94%	93%	100%	97%	100%	93%
The faculty work in a school environment that is safe.	98%	100%	100%	100%	100%	96%
Non-teaching staff consistently enforce rules for student conduct.	91%	97%	100%	100%	100%	93%

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

2011 2012 2013

Instructional Practice and Support

	St Elmo				ALL EL
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	100%	100%	100%	100%	
Teachers work in professional learning communities to develop and align instructional practices.	91%	96%	100%	100%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	94%	100%	100%	100%	
Teachers are encouraged to try new things to improve instruction.	97%	92%	100%	100%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	81%	68%	95%	100%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	53%	56%	77%	100%	

100%

100%

Professional learning opportunities are aligned with the school's improvement plan.

100%

Professional development is differentiated to meet the needs of individual teachers.

77%

89%

96%

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